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**CENTRAL MISSOURI
STATE TEACHERS COLLEGE**

1921-1922



ENTRANCE TO ADMINISTRATION BLDG.

BULLETIN

WARRENSBURG, MISSOURI

VOL. XXII

SEPTEMBER, 1921

NUMBER 1

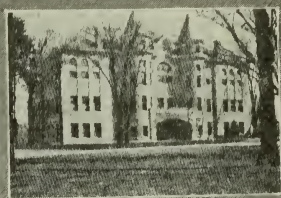
BULLETIN AND FIFTY-FIRST
ANNUAL CATALOG
of
CENTRAL MISSOURI
STATE TEACHERS
COLLEGE

Established by an Act of the General Assembly, 1871
Organized May 10, 1871—Name Changed to
CENTRAL MISSOURI STATE TEACHERS COLLEGE
by the General Assembly of 1919

1921-1922

Published by
THE CENTRAL MISSOURI STATE TEACHERS COLLEGE
ISSUED QUARTERLY

Entered at the Post Office in Warrensburg, Mo., as Second Class Mail Matter



GYMNASIUM
1904



MANUAL TRAINING BUILDING
1904



TRAINING SCHOOL
1907



TRAINING SCHOOL RESTORED
1915



ADMINISTRATION BUILDING
1915



POWER PLANT
1915



NEW SCIENCE BUILDING
1915

SUGGESTIONS FOR CLASSIFICATION

Students are expected to familiarize themselves with the school's requirements, including those for graduation, and they are primarily responsible for arranging their courses of study so as to meet the requirements.

To do this intelligently, this *catalog should be studied carefully*. If any of the requirements are not understood, the student should consult the Dean of the Faculty, or his own faculty adviser. The Head of the Department in which the student majors is the *direct adviser* of the student.

While the student is responsible, yet the school authorities are anxious to assist him in every possible way to understand the requirements and to plan his work. See page 35 and 36.

CALENDAR, 1921

JANUARY							FEBRUARY							MARCH							APRIL						
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30	31																										

MAY							JUNE							JULY							AUGUST						
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29	30	31												31													

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
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CALENDAR, 1922

JANUARY							FEBRUARY							MARCH							APRIL						
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MAY							JUNE							JULY							AUGUST						
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28	29	30	31											30	31												

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
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10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
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24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			31	25	26	27	28	29	30

BOARD OF REGENTS

HON. SAM A. BAKER, State Superintendent of Public Schools, *Ex Officio*.

TERM EXPIRES JANUARY, 1923.

N. M. BRADLEY.....	Warrensburg
E. F. YANCEY.....	Sedalia

TERM EXPIRES JANUARY, 1925.

R. J. GROVER.....	Warrensburg
J. T. HULL.....	Butler

TERM EXPIRES JANUARY, 1927.

HENRY LAMM.....	Sedalia
MAX CHRISTOPHER.....	Kansas City

OFFICERS

R. J. GROVER.....	President Board of Regents
E. F. YANCEY.....	Vice-President of Board of Regents
N. M. BRADLEY.....	Secretary of Board of Regents
MARCUS YOUNGS.....	Treasurer of Board of Regents
E. L. HENDRICKS.....	President of School

SCHOOL CALENDAR

Fall term begins.....	Tuesday, September 13, 1921
Fall term ends.....	Friday, December 2, 1921
Winter term begins.....	Monday, December 5, 1921
Winter term ends.....	Friday, March 10, 1922
Spring term begins.....	Monday, March 13, 1922
Spring term ends.....	Friday, June 2, 1922
Summer term begins.....	Tuesday, June 6, 1922
Summer term ends.....	Friday, August 11, 1922

HOLIDAYS

Thanksgiving recess.....	November 23 to November 28, 1921
Christmas vacation.....	December 21 to January 4

WARRENSBURG CENTRAL MISSOURI TEACHERS' ASSOCIATION

Inter-High School Scholarship Contest.....	April 13, 1922
Inter-High School Declamatory Contest.....	April 14, 1922
Inter-High School Latin Contest.....	April 15, 1922
Inter-High School Track and Field Meet.....	April 15, 1922

COMMENCEMENT EXERCISES

Annual Sermon.....	Sunday evening, May 28, 1922
Class Day Exercises.....	Tuesday, May 30, 1922
Alumni Class Day Exercises and Reception.....	Wednesday, May 31, 1922
Commencement	Wednesday, May 31, 1922

FACULTY

- E. L. HENDRICKS, A.M., LL.D. PRESIDENT OF FACULTY
C. A. PHILLIPS, A. M., Ph. D. DEAN OF THE FACULTY
EDW. BEATTY, Ph. B. SUPT. CITY SCHOOLS AND ASSOCIATE IN FACULTY

AGRICULTURE

HARRY A. PHILLIPS,

Professor of Agriculture and Geography.

B. S., A. B., University of Missouri; graduate work in Manhattan Agricultural College; A. M., Ph. D., Cornell University.

GEORGE R. NEW,

Associate Professor in Agriculture.

B. S., Kansas State Agricultural College.

BIOLOGY

G. W. STEVENS,

Professor of Biology.

A. M., University of Kansas; Ph. D., Harvard University.

MRS. MAUDE NATTINGER,

Assistant Professor of Biology.

B. S. in Education, C. M. S. T. C.

ECONOMICS

WALTER E. MORROW,

Professor of Economics and Commerce.

A. B., State Teachers College, Warrensburg, Mo.; A. M., Peabody College for Teachers.

EDUCATION

C. A. PHILLIPS,

Professor of Education and Dean of Faculty.

A. M., University of Chicago; Ph. D., Peabody College for Teachers.

C. B. HUDSON,

Associate Professor of Education.

B. S., A. B., University of Missouri; A. M., Columbia University, New York, graduate work in University of Chicago.

PAULINE A. HUMPHREYS,
Associate Professor of Education.

Ph. B., University of Chicago; graduate work in University of Chicago;
A. M., Columbia University, New York.

ENGLISH LANGUAGE AND LITERATURE

W. W. PARKER,
Professor of English.

A. M., Columbia University, New York; graduate work in Columbia University.

LUCY AUSTIN BALL,
Associate Professor of English.

Ph. B., University of Chicago; A. M., Columbia University, New York.

C. F. MARTIN,
Associate Professor of English.

A. M., Brown University; graduate work in University of Chicago.

ANNA MARIE TODD,
Associate Professor of English.

Ph. B., University of Chicago; graduate work, University of Chicago.

FRENCH AND SPANISH

ANNIE GARDNER HARRIS,
Professor of French and Spanish.

A. B., A. M., University of Kansas.

HISTORY

C. H. McCLURE,
Professor of History.

A. M., University of Missouri.

LAURA L. RUNYON,
Associate Professor of History

Ph. B. University of Chicago; Ph. M., University of Chicago.

H. H. BASS,

Associate Professor of History.

M. Litt., University of Wisconsin; A. M., Harvard.

LATIN

BESS CARTER,

Professor of Latin.

B. S. in Education; A. M., University of Missouri.

MATHEMATICS

JAMES H. SCARBOROUGH,

Professor of Mathematics.

Ph. D., Vanderbilt University; graduate work at University of Chicago.

MARY ANNE KENNEDY,

Associate Professor of Mathematics.

Graduate State Normal School, Cortland, N. Y.; A. B., Cornell University.

FRED W. URBAN,

Associate Professor of Mathematics.

A. B., University of Missouri; graduate work University of Missouri and University of Chicago.

ELEANORA HARRIS,

Associate Professor of Mathematics and Supervisor of Teaching.

A. B., University of Kansas; A. M., University of Chicago.

PHYSICS AND CHEMISTRY

WILSON C. MORRIS,

Professor of Physics and Chemistry.

Ph. D., Illinois Wesleyan University; graduate student University of Chicago, 1905-1906, and Cambridge University, England, 1908-1909.

EARL FOSTER,

Assistant Professor in Chemistry and Physics.

Graduate Warrensburg State Teachers College; student in University of Chicago.

PHYSIOLOGY AND HYGIENE

FRANCIS M. WALTERS,

Professor of Physiology.

A. M., University of Indiana; graduate student in University of Chicago.

TRAINING SCHOOL

GEORGE R. CRISSMAN,

Superintendent of Training School.

A. B., University of Kansas; A. M., Columbia University; graduate work at Harvard, and University of Chicago.

RUTH FITZGERALD,

Supervisor of English and Foreign Languages.

A. B. and B. S. in Education, University of Missouri.

ELEANORA HARRIS,

Supervisor of Mathematics and Commercial Work.

A. B., University of Kansas; A. M., University of Chicago.

AMY E. WARE,

Supervisor of Science.

A. M., Columbia University, New York.

NETTIE C. MOULTON,

Supervisor of History and Social Science.

A. B. in Education, University of Minnesota; A. M., Columbia University.

LILLIAN SHOCK,

Supervisor Intermediate Grades.

A. M., Peabody College for Teachers.

ARUBA CHARLTON,

Supervisor of Primary Department and Instructor in Primary Method.

Ph. B., University of Chicago; A. M., Columbia University.

JULIA SCOTT,

Director of Kindergarten and Instructor in Kindergarten Theory.

Graduate of Kindergarten Normal, Galesburg, Illinois.

DEPARTMENT OF TECHNICAL SUBJECTS

COMMERCE

WALTER E. MORROW,

Head of Department of Commerce.

A. B., State Teachers College, Warrensburg, Missouri; A. M., Peabody College for Teachers.

L. J. TEDDER,

Assistant Professor of Commerce.

DRAWING

MAYME B. HARWOOD,

Director of Drawing.

Graduate of Pratt Institute, Brooklyn, N. Y.

GLADYS GOSS,

Associate Professor in Art.

Graduate of Pratt Institute, Brooklyn, N. Y.

HOME ECONOMICS

ELLA GROENEWOLD,

Director of Home Economics.

Ph. B., University of New York; University of Chicago; A. M., Columbia.

JULIA HATZ,

Assistant in Household Arts.

Ph. B., University of Chicago; graduate work, University of Chicago.

INDUSTRIAL ARTS

FLOYD McELROY,

Director of Industrial Arts.

Graduate of State Teachers College, Warrensburg, Missouri; Student University of Chicago.

MUSIC

IMOGENE BOYLE,

Teacher of Public School Music and Violin.

Graduate Hardin College, Missouri; Graduate Conservatory of Music, Cincinnati, Ohio.

ETHYL C. LOBBAN,

Instructor in Public School Music and Voice.

Graduate Warrensburg State Teachers College, S. T. C.; Pupil of Percy Hemus, New York; Pupil of Joseph Regnear, New York.

ALTA FREEMAN,

Instructor in Public School Music and Piano.

Graduate of New England Conservatory of Music, Boston.

PHYSICAL EDUCATION

W. N. GREIM,

Professor of Physical Education.

P. P. E., Springfield, Massachusetts.

LIBRARY

LEESON HAY COOK,

Librarian.

Ph. B., University of Chicago; graduate library work University of Illinois.

ANISE SANFORD,

Associate Librarian.

A. B., Oswego College; graduate work University of Chicago.

ALDA CECIL,

*Assistant Librarian.***OTHER OFFICERS**

G. E. HOOVER,

Registrar.

P. D. B., Central Missouri State Teachers College.

NELLE BUDDEMEYER,
Stenographer.

KATHERINE McCOMB,
Secretary to the President.

A. B., Drury College.

LAURA L. RUNYON,
Secretary to Faculty.

WALTER CAMPBELL,
Superintendent of Buildings, Heating and Janitor Service.

G. A. GRAF,
Keeper of Grounds.

FACULTY COMMITTEES

The first person named on each committee is chairman and the President of the Faculty is *ex officio* member of each committee.

Standing and Classification:

The dean and all heads of departments.

Certification and Graduation:

HENDRICKS, PARKER, KENNEDY, C. A. PHILLIPS, GROENEWOLD.

Alumni and History of School:

H. A. PHILLIPS, HARRIS, HARWOOD, McCLURE, HUMPHREYS.

Athletics:

GREIM, MORROW, PARKER, FOSTER.

Chapel Exercises:

MORROW, BOYLE.

Debate:

PARKER, MARTIN, RUNYON, MORROW.

Discipline:

MORRIS, SCARBOROUGH, McCLURE, CHARLTON.

Catalog and Reports:

MORRIS, RUNYON, CRISSMAN, HARRIS.

Recommendations and Positions:

McCLURE, C. A. PHILLIPS, CRISSMAN, FITZGERALD.

Research and Service:

C. A. PHILLIPS, HUMPHREYS, KENNEDY, PARKER.

Correspondence Courses:

HARRIS, HUDSON, CARTER.

Lecture Course and Entertainment:

BASS, URBAN, WARE.

Social Welfare Committee:

KENNEDY, BALL, RUNYON, COOK, TODD, HUMPHREYS.

Committee on Course of Study:

CRISSMAN, C. A. PHILLIPS, MORRIS, SCARBOROUGH, McCLURE.

DUTIES AND POWERS OF OFFICIALS AND COMMITTEES

SUSTAINING DIRECT RELATIONS TO STUDENTS

Dean of Faculty

The Dean of the Faculty is the acting head of the school in the absence of the President. He supervises classification, evaluates entrance credit, ascertains the standing of candidates for any certificate or degree, and presents all irregular or questionable cases to the proper committee for adjudication. Inquiry concerning credit should be addressed to him.

Dean of Women

The Dean of Women concerns herself with student life outside of, as well as in, the classroom. This includes social life, health, rooming and boarding places, self-help, and other forms of student welfare.

Standing and Classification

1. This committee shall determine the value of any work done in other schools or of any work specifically determined by the present course of study, when such work is offered for advanced standing or for graduation.
2. It shall furnish to the recording official a statement of credits allowed, and provide for entrance examinations.
3. It shall prepare the daily programs for each quarter.
4. It shall enroll and classify all students.
5. It shall see that a full and correct roll of students be kept in the office of the Registrar.
6. It shall see that the grades made by students each quarter are duly reported to the recording official.

Certification and Graduation

1. It shall collect each quarter a list of names of students applying for certificates or for graduation, and ascertain whether such applicants have complied with the required conditions.
2. It shall see that certificates and diplomas are provided, filled out and signed for all fully accredited applicants.
3. It shall supervise the keeping of a permanent record of all students receiving certificates or diplomas.
4. It shall have general supervision of graduation exercises and the arrangement of the program, and the selection of class speakers must have its approval.

Athletics

1. This committee shall have general supervision over all athletic games, exhibitions and contests, and shall have control over the arrangement for such games, exhibitions and contests with other schools or associations.

2. It shall decide what candidates shall be eligible for membership on teams or for admission to athletic games, exhibitions and contests, and it shall exclude from participation those whom it finds below the standard in their studies, or ineligible for any other cause.

Debate

1. This committee shall advise with all the students in all important matters connected with debate, oratory and declamation.

2. It shall control all arrangements for contests in debate, oratory and declamations, and all arrangements for such contests with other institutions shall be made only by and with the consent of this committee.

3. All productions for such contests shall be prepared and presented in conformity with the rules and regulations of this committee.

Discipline

1. This committee shall have charge of the general discipline of the school, including the order of the halls and about the buildings.

2. When asked to do so, it shall advise with and assist teachers with reference to individual cases or special regulations for discipline, and may inflict punishment to the extent of limited suspension from the school.

3. It shall investigate and report upon all cases requiring faculty action.

Lectures and Entertainment

1. The committee shall select and contract for all lectures and entertainments for the regular Lecture Course.

2. All entertainments, excepting those which come under the control of other regular committees, must receive the approval of this committee and be subject to its regulation before they shall be permitted to take place in the chapel.

3. All entertainments that are to take place in the chapel must be scheduled by this committee.

Course of Study

This committee has under consideration the constant adaptation of the course of study to changing social conditions.

Social Welfare

This committee has general supervision of the social activities of the school and school organizations.

Recommendations and Positions

This committee assists graduates and qualified students to secure positions to teach, and aids school officials in procuring teachers.

It collects complete and accurate information respecting all applicants for positions to teach who ask the assistance of the committee.

It seeks to recommend candidates best suited to fill vacancies and not to send out general letters of recommendation.

School authorities who write the committee will have full and confidential information in regard to applicants.

School officers are cordially invited to visit the school to inspect the work of those whom they may wish to secure to fill positions. Correspondence is invited from boards, principals and superintendents in regard to vacancies and teachers. This information will be treated in full confidence, and all possible assistance will be gladly given.

While the chief work of the committee is to help the students who are in attendance, yet it will be the purpose to lend assistance to graduates and former students in securing more satisfactory positions. To this end the full co-operation of Alumni and former students is earnestly desired. Write to the committee when in need of a teacher. Supply information concerning vacancies.

All correspondence in regard to location of teachers should be addressed to the Committee on Recommendations and Positions.

Research and Service

This committee presents the relative standing of classes and organizations in the college; compares the grading of all members of the faculty, and prepares reports of the institution for state and federal authorities. It studies school problems in the college and field and publishes the results from time to time. Its expert service is available to public school systems. All records must be available to this committee.

HISTORICAL

The Second Normal School District was established by act of the General Assembly, approved March 20, 1870. The commission appointed by the Governor of the State to locate the school selected Warrensburg, the county seat of Johnson County, April 27, 1871. In consideration of such selection, Warrensburg and Johnson County voted municipal and county bonds to the amount of one hundred and seventy-three thousand dollars, the proceeds from the sale of said bonds to be used in the erection of a Normal School plant.

Immediately following the location of the school, a Board of Regents was appointed by the Governor. This Board at once elected a faculty, consisting of Dr. George P. Beard, president; E. A. Angel and Miss Lucy Jane Maltby, instructors, and on May 10, 1871, the school was formally opened in a rented building with thirty students in attendance.

During the first ten years the school labored under serious difficulties. The meager appropriations made by the Legislature were wholly inadequate for the completion and proper equipment of the building and for the employment of the needed corps of teachers; also, an interest in the school and its special function of training teachers had to be aroused and its existence justified in the minds of many people. Yet, in spite of these difficulties, there was an average annual attendance of 381 students during the first decade of its existence—1871 to 1881.

During the decade 1881 to 1891 the average annual enrollment was 542, and for the period from 1891 to 1901 the average annual attendance grew to 866. Average 1901-1911, 1,460. The number enrolled for the year 1920-1921 was 2,553, exclusive of students in the Training School. Probably no other Normal School in the country has had a steadier or more substantial growth and development.

The Faculty has grown from three members, constituting the first organization, to fifty members, the number employed for the next scholastic year. Of this number none are substitutes or student teachers, but all are men and women whose scholarship and

experience especially fit them for the work for which they have been employed.

As a result of the fifty years' labor of this institution, 9,122 men and women have been licensed to teach in the public schools of Missouri. Of this number 4,960 have received the Regents' Certificate, a two years' license to teach in Missouri; 3,951 have received diplomas which give a life license to teach in the public schools of Missouri, and 211 have received the Rural School Certificate.

The General Assembly of 1919 passed a bill which changed the name of the Warrensburg State Normal School to the Central Missouri State Teachers College.

In addition to the courses formerly offered, one hundred and twenty semester-hour courses for the degrees Bachelor of Arts and Bachelor of Science have been added.

BUILDINGS

THE ADMINISTRATION BUILDING

This building is 218 feet in length and is three stories high. The base is built of Carthage limestone and the walls of Warrensburg sandstone. The main entrance and corridor are of marble and the entire building is equipped with modern conveniences. The fan system of heating and ventilating, vacuum cleaner, etc., are installed. Its front entrance rivals the Gothic entrance to the old buildings and will doubtless furnish the motif for future illustrations of the entire school plant. The building is occupied by the administration offices, some of the academic departments, and, temporarily, by the Library. The literary societies have commodious quarters in this building.

TRAINING SCHOOL BUILDING

This is one of the most beautiful and serviceable school buildings in the state. It is a full three-story building, concrete thruout and hence fireproof. It is heated by steam and has forced fan ventilation. The temperature and humidity are regulated automatically. The floors in the classrooms are of hardwood; the blackboards are of slate; and there are sanitary drinking fountains on each floor. There are library cases and special supply rooms for each department and movable furniture thruout.

SCIENCE HALL

This building incorporates the best that is known to modern school architecture in construction, heating, lighting and ventilation. It is a full three-story building, 107x66 feet. The departments of agriculture, biology, home economics, chemistry and physics, and physiology and hygiene are very comfortably housed in this building. Each department is well equipped, and excellent opportunity is afforded for instruction in the various departments of science.

HEATING PLANT

A new heating plant, equipped with three high pressure Heine boilers, 250 horse-power each, supplies abundant and uniform heat.

DOCKERY GYMNASIUM

The General Assembly of 1903 made an appropriation for a gymnasium. The Board of Regents erected a three-story building of the famous Johnson County sandstone. It contains a gymnasium thoroughly equipped for women, and another for men, occupying an entire floor. There are also the rooms of the music department, the reading rooms of the Y. M. C. A., and the offices and physical testing rooms for the physical directors.

MANUAL TRAINING BUILDING

The General Assembly of 1903 also appropriated \$22,000 for the erection of a new heating plant, with a second story for the Manual Training Department. Five rooms of the building have been equipped and devoted to the use of that department.

NEW AUDITORIUM

Adequate appropriation has been made for a new auditorium. This will be described in the next annual catalog.

LOCATION

The fact that for fifty years Warrensburg has been one of the active educational centers of the state has not been without influence upon the town, and the intellectual atmosphere is that which characterizes our best college towns, the school being the central interest of the community. Warrensburg is a town of homes, and the citizens are in every way hospitable toward the student body. Most students board under home influence and enjoy home conveniences. The churches welcome students as an actual force in their services, and the greater part of the faculty and student body takes an active interest in religious work.

Pertle Springs, one of the well-known summer resorts in the state, is but one mile from the campus. A number of religious, political and social conventions and meetings are held here each year, and afford the students opportunities, especially in the summer time, to hear distinguished speakers that otherwise they would in all probability never hear.

STUDENT ORGANIZATIONS

These organizations, as the name implies, are managed and directed by the students, and have for their purpose the acquiring of knowledge and skill in directing organized efforts.

THE LITERARY SOCIETIES

The Literary Societies—six in number—the Athenian, the Baconian and the Irving for young men; the Campbell, the Osborne and the Periclean for young women—are under the general control of the faculty and the immediate supervision of patrons appointed by the President.

Each society holds its regular meetings once a week, at which times programs are rendered, consisting of readings, declamations, essays, orations, debates, songs, choruses, etc. Here the students are able to secure practical drills in public deportment and address. The patrons from the faculty assist the several societies at different times and offer criticism on the programs. In addition to this,

during the year contests in oratory, debate and declamation are held between the several societies of the school and between the different schools of this and other states. All contests of this nature are under the control and supervision of the Faculty Committee of Debate.

In the inter-society contests for 1920-1921, the following were the successful contestants:

In oratory, first, Miss Edna McGuire (Periclean).

The Pericleans and Athenians, represented by Miss Lockie Eldridge and Buell Cramer, won the inter-society debate.

THE CHRISTIAN ASSOCIATIONS

The students maintain two religious organizations—the Y. M. C. A. and the Y. W. C. A. These associations hold regular weekly meetings for devotional and social service purposes, and occasional social gatherings. The associations are factors for good in the school and the students are cordially invited to identify themselves with them. Committees of the two associations meet all trains at the beginning of the terms to assist and direct new students.

These organizations are affiliated with the national organizations with headquarters at New York City. The State Secretaries make at least one visit during the year and several delegates represent the organizations in the state and national meeting. There are, besides the officers of the student body, advisory boards composed of faculty members and residents of the town.

CLUBS

The school has a number of organized clubs, the membership in which is voluntary. Their organization is encouraged for the opportunities they give for self-government and self-activity in such lines as the students may have special interests. At the present time the following organizations are doing successful work:

THE SCIENCE CLUB

The Science Club was organized in 1909. Its purpose is to stimulate a more general interest in science work and to bring the

student in touch with the method and results of scientific research. Membership is confined to students and teachers of the Science Departments. Meetings are held bi-weekly.

The several Science Departments are organized under a chairman for the purpose of securing efficiency in each department and unity of work in all.

THE SCHOOL ARTS CLUB

The School Arts Club was organized in October, 1913. Its purpose is to further the extension of the Fine and Applied Arts. Students of the Fine, Household and Industrial Arts Departments, and others particularly interested in Practical Arts, are eligible to membership.

LE CERCLE FRANCAIS

The object of this club is to promote and sustain interest in the study of French customs, language and literature. French lectures, dramatics, games and music are included in its programs.

THE ENGLISH CLUB

The English Club, organized November, 1920, as a result of interest in "Better English Week," is open to any member of the institution sincerely interested in English.

The purpose of the club is to emphasize for its members the character and tendencies of our mother tongue; to familiarize them somewhat with the trend of contemporary literature of English speaking countries; and to demonstrate how work in English may be related to the newer ideals of citizenship.

The officers are elected for one year. The meetings are held twice a month in the Little Theatre.

MUSICAL ORGANIZATIONS

There are at this time several musical organizations in the school—a large chorus composed of young ladies and gentlemen, a girls' chorus, the men's glee club, a band, an orchestra and a mandolin club. Students with the necessary qualifications are urged to

become members of these organizations. Those having instruments are requested to bring them.

ALUMNI ASSOCIATION

All graduates of the Sixty, Ninety and One Hundred and Twenty-Hour Courses are members of the Alumni Association. The membership is now nearly 4,000.

The supreme test of the value of a school to the commonwealth is the quality of its Alumni. Among our graduates are many who have attained distinction in the world of educators, and many who have achieved success in other lines. The Alumni Association is a useful factor in the upbuilding of this school.

The school is justly proud of the large number of alumni that return from year to year to do advanced work, or enter other schools to do work for higher degrees; it indicates that the work and school life of this institution give a stimulus and educational momentum that is enduring.

The Association held its regular meeting Commencement Week. The spirit of loyalty and co-operation displayed at this meeting gives assurances of effective work by the members of the Association on behalf of their Alma Mater.

Officers for the ensuing year are as follows:

President.....	Mrs. Edith Campbell Schofield
Vice-President.....	Mrs. Mary Deal Adcock
Vice-President.....	J. M. McCallister
Secretary-Treasurer.....	C. B. Hudson
Custodian of Rooms.....	Leeson Hay Cook

MISCELLANEOUS INFORMATION

THE LECTURE COURSE

For a number of years this institution, through its Faculty Lecture Course and Entertainment Committee, has maintained a course each year of high-class lectures and entertainments. The committee has always sought to maintain a high standard of excellence by selecting for each course the highest quality of talent available on the American platform. The only motive in providing the lecture course is to offer the best educational influences to the students and the community.

INTER-HIGH SCHOOL LATIN CONTEST

Competitive Latin examinations will be held at 10 a. m., April 15, 1922. They are open to all students in this District who are pursuing the most advanced courses offered in their respective schools. Free scholarships will be awarded to the winners as follows:

For one year Latin.....	2 terms
For two years of Latin.....	2 terms
For three years of Latin.....	3 terms
For four years of Latin.....	4 terms

Where Cicero and Vergil are alternated in the third year, this will be taken into consideration.

INTER-HIGH SCHOOL TRACK MEET

The Fourteenth Annual Inter-High School Track and Field Meet, combined with the Central Missouri Meet, and known as the Tenth Annual Inter-High School Track and Field Meet of the Warrensburg-Central Missouri Teachers' Association, was held April 30, 1921.

The standing of the first four schools was as follows:

Butler, 13½; Harrisonville, 13½; Lexington, 13; Marshall, 13. Marshall won the relay race.

SCHOLARSHIPS AND FELLOWSHIPS

The Demand Scholarship in History: Friends of the late Professor H. D. Demand have contributed a memorial fund sufficient to pay the school fees of one student each year. Selection is made by the President and the Department of History from the specializing students in history.

Y. W. C. A. Scholarships: The Young Women's Christian Association, desiring to increase the educational advantages for young men and women whose moral and religious character as well as ability and attainment give promise of leadership, has established a scholarship fund which yields annually \$240.00.

Applicants must have done at least one term's work in residence.

The scholarships will be awarded early in April and may be used any of the four quarters of the year beginning with the Summer quarter, following the award. Applications should be addressed to Miss Pauline Humphreys, President of Board of Advisers, Warrensburg, Missouri.

Warrensburg Commercial Club Scholarships: Two scholarships have been established by the Commercial Club of Warrensburg, to be awarded annually to the girl and the boy graduating with the highest standing from the rural schools of Johnson County. These scholarships bear the name of the donors: the C. A. Shepard Scholarship for girls and the John Thrailkill Scholarship for boys.

D. A. R. Scholarship: The Warrensburg Chapter of the Daughters of the American Revolution offers a scholarship to the student graduating from the Warrensburg High School with the best record in History.

Women's Federated Clubs' Loan: This is a loan of money without interest to girls who have graduated from high school. The recipient must have the endorsement of a federated woman's club.

The Board of Regents authorizes two scholarships for each high school of this District. These entitle the holders to free tuition for three terms. Scholarships are also authorized by the Board for the winners in the Inter-High School Latin Contest. See page 25.

Y. W. C. A. LOAN FUND

This Student Loan Fund was founded for the purpose of aiding worthy students who need to borrow money in order to remain in school. The money will be loaned without interest. Miss Pauline A. Humphreys is trustee of this fund.

OSBORNE-CAMPBELL MEMORIAL FUND

The Alumni Association in 1910 founded a Student Aid Fund, which is known as the Osborne-Campbell Memorial Fund. This fund is a memorial to Dr. George L. Osborne, who was for almost a quarter of a century President of this School, and to Professor J. J. Campbell, who worked in the School for twenty-five years as Professor of English. The noble lives of these men are a perpetual benefit to those who knew them; this fund is to keep them in the minds of those who come in later days.

In the past ten years the fund has been the means of helping many students to remain in school at times when it was necessary to borrow money or leave school.

The fund is in the hands of the Board of Regents and will be loaned to worthy students in sums not greater than one hundred dollars, for terms not exceeding two years, and at the interest rate of three per cent a year.

TEACHING FELLOWSHIPS

Four Teaching Fellowships for next year will be assigned subject to the following conditions:

1. All applicants must have completed at least *sixty hours* of college work.
2. In the applicant's Training School teaching, at least, half of the grades should be "A" or above.
3. Applicants must have had at least two years of outside teaching experience.
4. The applicant's academic record must be high.

These fellowships will yield \$300.00 for the full year (twelve months) or \$25.00 per month for any part of that period.

Holders of these fellowships will be required to spend two hours a day in the Training School assisting the particular Super-

visor to whom each is assigned. They will be allowed to carry *three* subjects in the College.

There are four lines of work that these Fellows will be asked to do:

1. Teach illustrative lessons and substitute for such student teachers as stand in greatest need of help.
2. Hold conferences with these teachers daily and help them plan their work.
3. Assist in keeping records.
4. Work out some problems of instruction or method in connection with the Training School.

Should it be necessary to adjust the time between the Training School and the College courses for the accommodation of the Training School, this may be done, e. g., three hours may be devoted to the Training School one term and one the next.

If any of these Fellows desire to have their Diplomas marked "Special in Supervision," they may take three hours in Training School and two academic subjects and receive $2\frac{1}{2}$ hours' credit in Teaching.

No tuition fees will be charged the holders of Fellowships.

For further information concerning the Fellowships, address the Superintendent of the Training School, Warrensburg, Missouri.

EXTENSION WORK

To increase the usefulness of this school to the citizens of the state, the members of its faculty stand ready to offer extension work at extension centers or by correspondence.

EXTENSION CENTERS

When twelve or more persons apply for a course that can be given by extension, an instructor will be sent out to give the course. A nominal fee is charged. The entrance requirements, prerequisites and credits for this work are the same as for work done in residence.

Not more than ten hours credit will be given for extension center and correspondence study work during any one school year. No credit is given for correspondence study work done in another school when the same work is given here.

CORRESPONDENCE COURSES

See pages 91 to 97.

ENTRANCE REQUIREMENTS

CONDITIONS OF ADMISSION

Scholarship—See general statements under the Rural School Course and College Courses.

Character—Applicants seeking admission for the first time must submit satisfactory evidence of a good moral character. A letter from the head of the last school attended, from a county superintendent, or some other person of well known integrity, is sufficient.

ELEMENTARY SCHOOLS

Applicants holding a certificate of graduation from a rural school or a certificate of graduation from an elementary school or a county certificate will be granted entrance to the Rural School Course or the regular High School Course. See pages 38 and 40.

TEACHERS' READING CIRCLE

One-third of a unit credit is given to those who read the two books assigned for 1921-1922 and successfully pass an examination on them under a County Superintendent at the regular March examination. This School will furnish the questions and will examine the manuscripts.

HIGH SCHOOLS

Graduates of approved first class high schools who have met the *minimum requirements* as outlined by the State Superintendent will be granted unconditional entrance to any of the College Courses.

Graduates of other classified high schools will be granted the rating made by the State Superintendent.

All students entering from *classified* high schools shall be credited according to the rating given by the State Superintendent.

No advanced standing of college rank shall be given for post-

graduate work in a high school unless such high school is properly equipped and definitely organized to do work of college rank.

For work completed in an unclassified secondary school, credit may be given to the amount indicated by the State Superintendent's rating of this school.

Students claiming more credit for work done in either classified or unclassified secondary schools than is recommended by the State Superintendent's rating shall be required to pass examinations for this excess credit.

The conditions under which these examinations are given are as follows:

- a. In no case shall entrance examinations be given for more than four units for each year spent in school.
- b. The entrance examinations shall be given by a committee of the faculty.
- c. The questions shall be set and the papers graded by the department in which the applicant seeks credit.
- d. Entrance examinations shall be held the *first Saturday* of each term. Application for examinations, together with the reasons for requesting them, must be filed with the chairman of the examining committee not later than Wednesday of the first week of the term.
- e. The examination questions shall be deposited with the chairman of the examining committee and kept on file. The examiner's reports and all certificates and documents pertaining to the entrance and advanced standing of each student shall be kept in a permanent file.
- f. *No credit by examination* shall be given after a student has completed *one year* of work in the school, nor after an advanced course in the subject has been completed.

Where college credit is substituted to make up a deficiency in secondary credits *five hours of college credit* shall be counted equivalent to *one unit* of secondary credit.

COLLEGES, NORMAL SCHOOLS, ETC.

Students from schools with membership in the Missouri College Union or *other institutions of similar grade* may receive full credit for work completed in these institutions.

Advanced standing of college rank may be given for college work completed in accredited junior colleges.

No advanced standing of college rank shall be given for grades on state or county *certificates* when such grades have been secured by *examination*.

Credit from institutions other than those mentioned shall be given only on the basis of examinations.

Graduates of a college of the College Union and the School of Mines or colleges of equal rank may obtain the degree, Bachelor of Science in Education, upon the completion of 30 semester-hours of college work done in residence. The work must include the requirements in Education.

ADVANCED STANDING BLANKS

Students who expect to enter with credits from other schools (high schools or colleges) should file those credits with the Dean of the Faculty before or at the time of enrollment. Upon the request by students, blanks will be sent to the authorities of the school in which the credits were made. Graduates of high schools who intend to enter this school should send their high school credits immediately after graduation.

MEMBERSHIP IN THE NORTH CENTRAL ASSOCIATION

The Central Missouri State Teachers College is fully accredited as a *senior college* in the North Central Association of Colleges and Secondary Schools. This Association is an organization of the highest grade colleges and high schools of the north central states of the Union. Its standards for membership require grades of work which are recognized everywhere. This means that the students of this school may complete the courses now offered with assurance that the work will be recognized. It means that graduates of the four-year college courses are eligible to teach in the high schools of the North Central Association. It means that this school's standards are raised to those of our best senior colleges, that its field of service is greatly enlarged, and that its graduates of the 120-hour courses

will have increased opportunities as students and as teachers. During the Summer term of 1920, 314 senior college students were enrolled.

CONFERENCE OF PRESIDENTS OF STATE EDUCATIONAL INSTITUTIONS AND STATE SUPERINTENDENT OF PUBLIC SCHOOLS

The conference composed of the State Superintendent of Public Schools, the President of the State University and the Presidents of the five State Normal Schools (now State Teachers' Colleges), which met at Jefferson City, June 14, 1917, adopted the following:

a. College work done in any of the institutions of the conference agreement by students who have regularly enrolled for the first time since September 1, 1916, shall be accepted by the other institutions hour for hour, and such students finishing the 120-hour course shall be admitted to the graduate school.

b. College work done by students regularly enrolled before September 1, 1916, and in attendance not less than one term, since September 1, 1916, shall be accepted on the same basis as the above, provided satisfactory evidence is produced showing the entrance requirements have been met, and provided further, the college credit granted in any year does not exceed the maximum amount provided for in the conference agreement.

c. College work done by students enrolled before September 1, 1916, and not in attendance one term, since September 1, 1916, shall be accepted in accordance with the provisions under *b*, with the understanding that each case will be dealt with according to its particular merit and that each school accepting such credit shall be the judge of the amount of credit granted.

CERTIFICATES AND DIPLOMAS

1. Rural School Certificates (issued by State Department of Education)—On completion of the Rural School Course. See page 38.

2. Regents' Certificate—On completion of thirty hours of college work as outlined on page 41.

3. Life Certificate Diploma—On completion of sixty hours of college work as outlined on page 42.

4. High School Teachers' Diploma—On completion of the Ninety-Hour Course. See page 43.

5. Bachelor of Science in Education—On completion of one hundred and twenty hours of college work as outlined on page 43.

6. Bachelor of Arts or Bachelor of Science—On completion of one hundred and twenty hours of college work. See pages 44 and 45.

A student who completes the work for the degree Bachelor of Arts or Bachelor of Science may secure a certificate which is valid in the schools of this state for two years.

All candidates for the Rural School Certificate and the Regents' Certificate are required to be in attendance in this school at least *two* terms. Candidates for the degrees Bachelor of Arts, Bachelor of Science and Bachelor of Science in Education are required to be in attendance in this school at least *three* terms. The same applies to candidates for the Life Certificate Diploma and the High School Teachers' Diploma. All candidates must have good moral character and must have a majority of grades used above I (inferior). Applications for these certificates or diplomas must be filed with the Registrar at least *four weeks* before the time when they are to be issued.

Class honors are based on the average of all grades made by the student in this school, and those receiving first honors will be given public mention on Commencement Day.

All candidates for degrees must appear in person unless excused by the Committee on Graduation.

LEGAL VALUE OF CERTIFICATES AND DIPLOMAS

The Rural School Certificate, the Regents' Certificate and the certificate issued at the completion of the work for the degrees Bachelor of Arts and Bachelor of Science are valid for two years.

The Life Certificate Diploma, the High School Teachers' Diploma and the Bachelor of Science in Education Diploma entitle the holders to teach in the public schools of the State, without further examination, for life.

EXPENSES

SCHOOL FEES

The school year is divided into four terms, designated as the Fall, Winter, Spring and Summer Terms, of equal length. Every student is required to pay at the beginning of each term, or whenever he may enter, an incidental fee of \$12.50.

TEXTBOOKS FURNISHED

Textbooks are furnished at a rental fee of \$2.00 for a year or any part of a year. This makes it possible for students to have the use of a larger number of books than the school could reasonably expect them to purchase, and it means to each student a saving of from \$15.00 to \$25.00 a year. A textbook deposit fee of \$2.00 is required to insure proper use and safe return of books and locker keys. This amount is refunded when books are returned in good condition. This system of practically "free textbooks" means a very great saving of expense to the students.

BOARD AND ROOMS

Students room and board at private homes. There are ample accommodations for all students within easy reach of the campus, at reasonable prices.

Furnished rooms in modern homes rent from \$10.00 to \$12.00 a month (four weeks); in homes not modern, from \$6.00 to \$8.00 per month, in each case two occupying one room. Twelve dollars was voted a reasonable maximum rate at a meeting of women who keep students. Board ranges from \$4.75 to \$5.50 per week. Board and room together can be obtained at rates ranging from \$5.50 to \$8.50 per week.

Furnished rooms with provisions for light housekeeping can be secured at rates from \$6.00 to \$12.00 per month, a very limited number of such rooms being in modern houses. Towels and table linen should be furnished by the student.

Men and women students will not be permitted to room in the same house except by special permission, nor to room or board in

homes *not approved* by the school. Women students should not engage rooms or board without consulting the Dean of Women and securing a list of approved places. *Personal inspection* of rooms is necessary to suit individual tastes; therefore, lists of rooming and boarding places will *not* be sent by letter.

Board and room should be engaged for the entire term. If a change seems necessary, the Dean of Women should be consulted.

Members of all student organizations meet all trains at the beginning of each term. They are readily identified by their badges. New students are requested to consult them for information. Information should not be accepted from other strangers. At other times, young women traveling alone will be met at the station if the President or the Dean of Women be notified of the time of arrival.

SELF-HELP

There is considerable demand for student help in the homes of Warrensburg. Students working for both room and board are not expected to carry full school work. The Y. M. C. A. maintains a "Self-Help Department" for the benefit of the students.

HOW TO ENTER THE SCHOOL

To assist new students who need to understand our system of matriculation, the following suggestions are offered:

1. Study the daily program, with the assistance of some member of the Standing and Classification Committee, who will fill out and sign a classification card.
2. Present classification card (thus signed) to the chairman of the Standing and Classification Committee for approval of program arranged.
3. Obtain registration blanks in the office of the Registrar, and fill out with information asked.
4. Pay fees and deposit money for textbooks at Treasurer's office, which is in the Administration Building, during the first week of each term. After this the Treasurer is in the Citizens Bank, North Holden Street.

5. Present Classification Card (approved), receipts for fees, and registration blanks to Registrar.
6. Take Program Card to Textbook Library for textbooks.

PREVIOUS SCHOOL RECORD

All students enrolling for the first time must present previous school record from high school or college before the enrollment is complete. Evidences of such record should be sent in advance to the Dean of the Faculty. On request the institution furnishes blanks for the same.

SUGGESTIONS TO STUDENTS FOR CLASSIFICATION

1. Read carefully the general statements for the course you are planning to take.
2. If you are expecting to take out a Regents' Certificate, see page 41.
3. If you are planning to take the Sixty-Hour Course, read page 41.
4. If you are preparing to be a high school teacher, principal or superintendent, read pages 42 to 45.
5. The following order should be observed in taking the courses in the Department of Education: Elementary Psychology and School Economy should be taken by all graduates of first class high schools the first term in residence. The next course should be Principles of Teaching. School Economy and Elementary Psychology are suggested prerequisite for Teachers' Courses, Primary Methods, Kindergarten Theory, and Observation. The History of Education is for students in the second year of the Sixty-Hour Course. It *cannot* be taken until the other work in Education is completed.
6. All students are required to take Gymnasium. The minimum requirement is *two terms* for the Rural Certificate and Regents' Certificate and *three terms* for the Sixty, Ninety and One Hundred and Twenty-Hour Courses. See page 91.
7. All students are required to make a grade in Library Lectures.

8. Students who are graduates of first class High Schools and have not met the minimum requirements of the State Superintendent in the various academic departments must make up such deficiency as soon as possible. Before classification, such students should consult the Chairman of the Committee on Standing and Classification.

9. The requirements for the Ninety and One Hundred and Twenty-Hour Courses specify that the work of the student shall be *under the direction* of the head of the department in which he majors; hence, the student *must* select a major department, with the approval of the department, not later than at the *beginning of the third year*.

10. Students shall not be permitted to carry for credit more than $32\frac{1}{2}$ semester-hours a year (three terms). The maximum credit (including the "honor points") for one year (three terms) shall not exceed $37\frac{1}{2}$ hours.

11. The total credit of students who enter late shall not exceed *one semester-hour for each week of attendance*. This rule may not be applied to students who, for adequate reasons, enter not more than one week late.

FOUR-YEAR RURAL SCHOOL COURSE

Leading to the Rural School Certificate

FIRST YEAR

English
El. Algebra
History
General Science

English
El. Algebra
History
General Science

English
El. Algebra
History
General Science

SECOND YEAR

English
Industrial Arts $\frac{1}{2}$ or
Household Arts $\frac{1}{2}$
Plane Geometry
Medieval and
Modern History
Biology

English
Music
Plane Geometry
Medieval and
Modern History
Biology

English
Drawing
Plane Geometry
Medieval and
Modern History
Biology

Note—Take *two* of the last three (Plane Geometry, Medieval and Modern History and Biology).

THIRD YEAR

English
Arithmetic
Civics (National)
Agriculture

English
Geography
American History
Agriculture

Methods in English
Rural School
Management
American History
Agriculture

FOURTH YEAR

Rural School Methods
Psychology
Elective
Elective

Rural School Methods
Methods in History.
Elective
Elective

Observation
Rural Life Problems
Elective
Elective

REQUIREMENTS AND CONDITIONS IN THE RURAL SCHOOL COURSE

1. This course is designed to prepare teachers for rural schools. As outlined above it is equivalent to a first class four-year high school course; hence it is open to students who hold a certificate of graduation from a rural school, or who have completed the eighth grade of a graded school. It is also open to teachers holding Third Grade County Certificates.

2. Students who have completed three years of approved high school work, including a unit each in Agriculture, American History, and Science

(Biology, General Science, Physics or Physiography), may secure this certificate on completion of two units in Education (Rural School Methods, Elementary Psychology, Rural Life Problems, Rural School Management and Observation), one unit in applied arts and one unit in method courses in the common school branches.

3. Maximum and minimum units that will be accepted in each subject in the Rural School Course are indicated as follows:

English	4	3	Biology	1	1
Algebra	$1\frac{2}{3}$	1	Physiology	$\frac{1}{3}$	$\frac{1}{3}$
Plane Geometry	1	1	Agriculture	$1\frac{2}{3}$	1
Solid Geometry.....	$\frac{1}{3}$	$\frac{1}{3}$	Physiography	1	1
Trigonometry	$\frac{1}{3}$	$\frac{1}{3}$	Economics	$\frac{1}{3}$	$\frac{1}{3}$
High School Arithmetic	$\frac{1}{3}$	$\frac{1}{3}$	Music	1	$\frac{1}{3}$
History & Government	4	$2\frac{2}{3}$	Drawing	1	$\frac{1}{3}$
Latin	2	2	Industrial Arts.....	1	$\frac{1}{3}$
French	2	1	Commercial Subjects...	1	$\frac{1}{3}$
Physics	1	1	Household Arts.....	1	$\frac{1}{3}$
Chemistry	1	1	Education	$1\frac{1}{3}$	$1\frac{1}{3}$
General Science.....	1	1			

4. All students desiring the Rural School Certificate must take the Library Lectures one term and Physical Training at least two terms. The library lectures must be taken the *first term* of the third year.

5. This certificate will not be granted to students making a lower average than S or 2 (the grade for medium work) in all the courses taken.

6. The minimum residence requirement for this certificate is *two terms* in this school.

7. Two years of Latin may be taken in the third and fourth years by delaying the Agriculture until the fourth year.

8. All students in this course will be given a standard test in penmanship and spelling at the beginning of the second year. If an unsatisfactory grade is made, these subjects must be taken without credit.

9. Students over *twenty-one years of age* who desire to take the Rural School Course should read paragraph 2 under College Entrance Requirements, page 41.

HIGH SCHOOL COURSE

In the Training School

FRESHMAN YEAR

FIRST TERM

- a. English (Oral and Written Composition)
- a. Algebra
- a. History (Ancient and Medieval)
- d. General Science
- c. Latin
- b. Manual Training
- b. Household Arts

SECOND TERM

- a. English (Oral and Written Composition)
- a. Algebra
- a. History (Ancient and Medieval)
- d. General Science
- c. Latin
- b. Drawing
- b. Music

THIRD TERM

- a. English (Etymology)
- a. Algebra
- a. History (Ancient and Medieval)
- d. General Science
- c. Latin
- b. Penmanship
- b. Orchestra

SOPHOMORE YEAR

FIRST TERM

- a. English (American Literature and Composition)
- a. Modern History
- a. Plane Geometry
- d. Biology
- c. Latin
- b. Manual Training
- b. Sewing or Cooking

SECOND TERM

- a. English (American Literature and Composition)
- a. Modern History
- a. Plane Geometry
- d. Biology
- c. Latin
- b. Drawing
- b. Music

THIRD TERM

- a. English (American Literature and Composition)
- a. Modern History
- a. Plane Geometry
- d. Biology
- c. Latin
- b. Penmanship
- b. Music

JUNIOR YEAR

FIRST TERM

- a. English (Literature and Composition)
- Algebra (Advanced)
- English History
- Agriculture (Agronomy)
- c. French
- Commercial Geography
- b. Music
- b. Manual Training

SECOND TERM

- a. English (Literature and Composition)
- Solid Geometry
- American History
- Agriculture (Animal Husbandry)
- c. French
- Bookkeeping
- b. Drawing
- b. Manual Training

THIRD TERM

- a. English (Literature and Composition)
- Commercial Arithmetic
- American History
- Agriculture (Plant Propagation and Gardening)
- c. French
- Bookkeeping
- b. Cooking or Sewing
- b. Manual Training

SENIOR YEAR

- a. English (Classics and Composition)
- Civics (National)
- Physics
- c. French
- b. Stenography
- b. Typewriting

- a. English (Classics and Composition)
- Sociology
- Physics
- c. French
- b. Stenography
- b. Typewriting

- a. English (Classics and Composition)
- Economics
- Physics
- c. French
- b. Stenography
- b. Typewriting

Four subjects make the regular program. No one can take five until unusual ability is proven. Fifteen units are required for graduation.

(a) Subjects marked "a" are required of all. (b) Those marked "b" are called technicals and count as $\frac{1}{2}$ unit. Students of different years will combine in these subjects. (c) Two years of Latin and two years of French are offered. (d) If a student wants to take both the science and a foreign language the mathematics should be postponed. Those taking the commercial work should omit both the foreign language and mathematics.

ENTRANCE REQUIREMENTS FOR COLLEGE COURSES

Conditions for entrance:

1. Completion of a four-year course, with *at least* 15 units of credit, in a first class high school, in a fully accredited private academy, or in the secondary department of a normal school or teachers' college.

2. Students over *twenty-one years of age*, who are able to demonstrate their fitness to do college work, may be admitted to college classes as special students; but they cannot be candidates for graduation until they have met the requirements for admission as regular students.

3. A student cannot be admitted to classes of college rank who is conditioned in more than *two* entrance units. All entrance conditions must be removed within one year of the date of admission.

REGENTS' CERTIFICATE

Graduates of accredited first class high schools or schools of equivalent rank may secure the Regents' Certificate on the completion of thirty (30) hours of college work, *two terms* of which must be done in residence in this school. The requirements are as follows:

Elementary Psychology	2½ hours
School Economy	2½ hours
Elementary Course of Study.....	2½ hours
Teaching in the Training School, or Observation..	2½ hours
Electives	20 hours
Gymnasium	2 terms
Library Lectures.	

NOTE—Students must elect 2½ hours of Agriculture if this subject has not been studied in high school.

LIFE CERTIFICATE DIPLOMA

THE SIXTY (60) SEMESTER HOUR COURSE

This diploma, issued upon completion of sixty hours *above* a first class high school, represents ability to teach and supervise in the Elementary Schools. Entrance requirements and conditions are specified on page 41.

REQUIREMENTS:

1. Education 17½ hours, as follows:

Elementary Psychology	2½ hours
School Economy	2½ hours
Principles of Teaching.....	2½ hours
Observation and Teaching.....	5 hours
History of Education (Course II).....	2½ hours
Elective	2½ hours
2. English Composition.....5 hours
3. Three Groups (see Note 1, below).....15 hours
4. General Electives
 22½ hours |
5. Gymnasium (see page 91).

NOTE 1—All candidates for this diploma must complete *three* of the *seven* groups that follow: History, 5 hours; Mathematics, 5 hours; Physical Science (Physics, Chemistry and Physiography), 5 hours; Biological Science (Biology, Physiology and Agriculture), 5 hours; Foreign Languages, 5 hours; Economics and Commerce, 5 hours; Technical Subjects (except Commerce), 5 hours.

NOTE 2—Candidates for this diploma who are graduates of teacher training courses in high school must meet the following requirements in Education:

- | | |
|--|----------|
| Principles of Teaching..... | 2½ hours |
| History Modern Elementary Education..... | 2½ hours |
| Teaching in the Training School..... | 2½ hours |
| Electives in Education..... | 5 hours |

NOTE 3—The Education completed for the Rural School Certificate will count as part of the 17½ hours required for the Sixty-Hour Course; but the student must elect additional academic or technical subjects in lieu of it.

HIGH SCHOOL TEACHERS' DIPLOMA

THE NINETY (90) SEMESTER HOUR COURSE

This diploma signifies ability to supervise and teach in high schools. Students who have completed the work for this diploma will be recommended to teach the high school subjects in which the major work was done. See page 41 for entrance requirements and conditions.

REQUIREMENTS:

Education	22½	hours
(Five hours <i>in addition</i> to that required in the Sixty-Hour Course.)		
English Composition (as in Sixty-Hour Course) .	5	hours.
A major subject.....	20	hours
Two minor subjects (ten hours in each).....	20	hours
Electives	22½	hours
	90	hours

NOTE 1—Each student *must* select the major subject, with the approval of the department, not later than at the *beginning* of the *third* year of this course. After this has been done the *entire* course shall be under the *direction* of the department in which the major is chosen.

NOTE 2—Of the five hours in Education required in addition to that outlined in the Sixty-Hour Course, two and one-half hours may be practice teaching.

NOTE 3—Candidates for this diploma who have met the former requirements in Education for Sixty-Hour Diploma (22½ hours) must offer five hours of Education in addition.

NOTE 4—Students who desire to prepare for Teacher Training work in high schools will find it possible to meet the requirements within the limits of the Ninety Semester-hour Course. It is necessary for such students to have 30 semester-hours in Education in order to meet the requirements of the state law. All students before entering the course to prepare for Teacher Training must secure the approval of the head of the Department of Education.

BACHELOR OF SCIENCE IN EDUCATION

ONE HUNDRED TWENTY (120) SEMESTER HOURS

Entrance requirements are the same as in the Sixty and Ninety-Hour Courses.

REQUIREMENTS:

Education (see Note 1, below).....	30	hours
English (as in the Ninety-Hour Course).....	5	hours
A major subject.....	25	hours
A minor subject.....	15	hours
Electives	45	hours
Total.....	120	hours

NOTE 1—Seven and one-half (7½) hours of the required work in Education must be done in the Training School. Two and one-half hours of the required Education may be in a Teachers' Course in the department in which the major is chosen.

NOTE 2—Note 1 under the Ninety-Hour Course applies also to this course.

NOTE 3—Students desiring to use science as a major may select the twenty-five (25) hours from *two* of the Science Departments.

BACHELOR OF ARTS

The requirements for this degree are as follows:

1. The entrance conditions as specified on page 41.
2. The following constants:
 - a. English, $7\frac{1}{2}$ hours; b. Foreign Language, 10 hours; c. Education, 10 hours; d. *Three of the four* groups that follow: History, 5 hours; Mathematics, 5 hours; Physical Science (Physics, Chemistry and Psysiography), 5 hours; Biological Science (Botany, Zoology, Physiology and Agriculture), 5 hours. These constants with the exception of Education should be completed during the *first two years*.
3. A major of 25 hours and a minor of 15 hours. Each of these must be chosen from the *Academic* Departments. They must have the approval of the department in which the major is chosen. The choice should be made not *later* than at the beginning of the third year. The course is then under the *direction* of the department in which the student majors.
4. A *total* of one hundred and twenty (120) semester-hours of work of college rank.

NOTE 1—Not more than 40 hours may be chosen from any one department.

NOTE 2—As much as 15 hours from the following courses in Fine Arts, Home Economics and Music may be elected: Appreciation of Art, Interior Decoration, Advanced Book Binding, History of Art, Pen and Ink Sketching, Harmony, Appreciation of Music, and History of Music, Textiles, Household Management and Dietetics.

NOTE 3—Only those courses in Education which are specified (see page 59) may be used for this degree except in making up the ten hours of required work in Education. Courses in the Academic Departments which may *not* be used for this degree are specified. See the description of the courses under the heading, "Departments of Instruction," and also Note 2 under Teachers' Courses, page 45.

BACHELOR OF SCIENCE

The requirements for this degree are as follows:

1. The entrance conditions as specified on page 41.
2. The constants as specified under the Bachelor of Arts degree (page 44) with the exception that 10 hours of Modern Language are required in place of 10 hours of Foreign Language.
3. A major and a minor with conditions as imposed for the Bachelor of Arts degree with the exception that students may choose from *Academic* and *Technical* Departments.
4. A total of one hundred and twenty (120) semester-hours of work of college rank.

NOTE 1—Not more than 40 hours may be chosen from any one department.

NOTE 2—The restrictions stated in Note 3 under the Bachelor of Arts degree (page 44) do not apply to the Bachelor of Science degree.

A certificate enabling the holder to teach in the public schools of this State for two years without further examination will be issued upon completion of the work required for the degrees Bachelor of Arts or Bachelor of Science.

The term "semester-hours" as used in measuring credit in college courses is the same as that employed by the North Central Association of Colleges and Secondary Schools, and for the present a term of twelve weeks in an academic or educational subject shall be valued at $2\frac{1}{2}$ hours. Technical subjects requiring preparation shall be given the same value, and the technical subjects not requiring preparation shall have half credit ($1\frac{1}{4}$ hours for a one-term subject).

TEACHERS' COURSES

The following Method Courses in such academic subjects as are taught in the public schools of Missouri are offered and are designated as Teachers' Courses. *These courses are of college rank.*

Teachers' Course in Latin, 101; Prerequisite nine terms.

*Teachers' Course in History, No. 5; Prerequisite two years. (For Elementary Grades.)

Teachers' Course in History, No. 110; Prerequisite three years. (For High Schools.)

Teachers' Course in Mathematics, No. 7; Prerequisite three years.

*Teachers' Course in Mathematics, No. 7a; Prerequisite High School Mathematics.

*Teachers' Course in Reading, No. 4; Prerequisite High School English.

*Teachers' Course in English, No. 5; Prerequisite High School English.

*Teachers' Course in Geography, No. 1.

Teachers' Course in Science, No. 105 (Department of Physics); Prerequisite 15 hours of Science.

NOTE 1—Only courses with (*) may be elected by candidate for Regents' Certificate.

NOTE 2—Teachers' Courses may *not* be elected for credit by candidates for the Bachelor of Arts degree.

DEPARTMENTS OF INSTRUCTION

The courses of instruction are listed by departments, and arranged *alphabetically* as follows:

1. ACADEMIC

Agriculture, Physiography and Geography.	History.
Biology.	Latin.
Economics.	Mathematics.
English Language and Literature.	Physics and Chemistry.
French and Spanish.	Physiology and Hygiene.

2. PROFESSIONAL

Education.	Training School.
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3. TECHNICAL

Commerce.	Industrial Arts.
Fine Arts.	Music.
Home Economics.	Physical Education.

The courses which follow are divided into two groups: Junior College (first and second years of the 120-hour courses). Senior College (third and fourth years of the 120-hour class). Junior College courses are designated by the Arabic numerals from 1 to 99. Senior College courses are designated by the numerals from 100 to 199.

NOTE—There are a few courses marked with Roman numerals. These are of high school rank. They belong to the Rural School Course.

AGRICULTURE, GEOGRAPHY, PHYSIOGRAPHY

MR. H. A. PHILIPPS, MR. NEW.

AGRICULTURE

1. CEREAL CROPS: (Prerequisite: Elementary Grain Judging)....2½ hours

This consists of the study of the essentials of cereal crop production, including the methods of plant breeding, comparative judging and placing of the different varieties of wheat, corn, oats, rye and barley; system of cropping and crop rotation which are in operation on the Demonstration Farm, and the arrangement of agriculture exhibits.

2. FORAGE CROPS: (Prerequisite: Elementary Grain Judging.)...2½ hours

This course comprises the study of forage and fiber crops with regard to their history, distribution, adaptation, culture and uses. The perennial grasses are studied as producers of hay and pasture. Other forage crops, including rape, legumes, millet, sorghums and cereals, are studied as producers of hay, silage, soiling crops and green manure crops. Sheaf and mounted specimens of the forage crops will be studied in the laboratory, enabling the student to become familiar with the appearance, structure and identification of these crops.

3. SOILS: (Prerequisites: Elementary Chemistry and Physics.)...2½ hours
This includes a general analysis of soils; observations on the Missouri Survey; physical, chemical, and biological nature of soils; soil physics especially emphasized.

4. MILK PRODUCTION: (Prerequisite: Elementary Stock Judging) 2½ hours.
This course deals with the production, testing and care of milk and milk products, the study of dairy cattle and the keeping of milk records. The laboratory work is emphasized.

5. POULTRY RAISING: (Prerequisite: Same as Course 4.).....2½ hours
The economic importance of poultry, problems of location, buildings, poultry house fittings, feeding of poultry, egg production, grading and marketing poultry products, prevention of poultry diseases and practical poultry management are some topics discussed in this course. Judging



A SCENE ON THE COLLEGE FARM

varieties of the various breeds of several classes of poultry constitutes about two-fifths of the course.

6. FEEDS AND FEEDING: (Prerequisite: Elementary Chemistry.)...2½ hours
This course treats of the comparative composition of plants and animals and the processes of nutrition; the composition and value of farm feeds, practical rations for domestic animals, and the economical use of silage, soilage and pasturage.

7. ADVANCED STOCK JUDGING.....2½ hours

8. FRUIT PRODUCTION: (Prerequisite: Biology, 7.).....2½ hours
Planting, cultivating, pruning, spraying, gathering and marketing or-

chard and small fruits; the management of the home orchards, preparation of spray mixtures and the use of spraying equipment.

9. FARM MANAGEMENT.....2½ hours

The purpose of this course is to assemble and correlate the principles involved in the agricultural subjects taught in the institution and to aid the student in applying these principles to the successful selection and management of a farm. The selection of a farm, types of farming, planning and arrangement of the farmstead, cost and methods of marketing farm products receive special consideration. Practice is given in studying market quotations and replanning farms with which the student is familiar. Prerequisite: Agriculture 1, 3, 4, 8.

10. BACTERIOLOGY: (Prerequisite: Biology 2.).....2½ hours

The science of bacteriology is presented to the students as a fact of every-day life. In this subject only the simplest forms of life, consisting chiefly of the bacterial flora of the dairy products, soils and water, are studied. The most important viewpoint from which the subject is approached is in respect to its practical application in agriculture, medicine, domestic science and sanitation.

11. FARM LIFE.....2½ hours

A composite course consisting of work in Agriculture, Home Economics and Industrial Arts. It is designed for those who expect to teach in the rural schools.

12. GARDENING.....2½ hours

This course deals with the production of vegetables for the home and the market. It consists of lectures, readings and laboratory exercises.

13. VITALIZED AGRICULTURE..... L.....2½ hours

This course is offered during the summer term for rural school teachers.

100. ANIMAL BREEDING: (Prerequisites: Elementary Animal Husbandry).....2½ hours

A study of the types of domestic animals with particular reference to the history, breeds, type, development and characteristics; discussions on reproduction, variation, heredity, selection, line breeding, cross breeding and methods of improvements; judging, management, and diseases of farm animals.

101. SOIL FERTILITY AND SOIL MANAGEMENT.....2½ hours

This course deals with the essential plant foods, their sources and uses; use of manures and fertilizers; green manures; crop rotations; practical problems in soil management. The Demonstration Farm will furnish a large part of the laboratory studies.

102. FARM MECHANICS: (Prerequisite: Elementary Physics.)....2½ hours

A study of the common types of farm machinery with reference to construction, care, operation, and repairing. The Demonstration Farm is well equipped with machinery, including a tractor and an electric motor, and students will have the opportunity to study these machines.

THE DEMONSTRATION FARM

The Demonstration Farm (sixty-one acres) is near the school campus. This farm is used for experimental and demonstration purposes, and is very well adapted to these ends. It is well equipped with machinery for crop production. It is really the laboratory for the Agriculture Department. Pure-bred dairy cattle, poultry and hogs are raised, and are used by the classes in Stock Judging to supplement the class-room work.

For a number of years the Demonstration Farm, in co-operation with the State College of Agriculture, has carried on a large number of experiments to obtain first-hand information in the raising of crops in this section of the state. In the main, these experiments are in the growing of wheat, corn, oats, rye, alfalfa, clovers, spring and summer forage crops, and in soil fertilization.

In 1914-1915 an orchard was set out, to be used by the class in Fruit Production. This orchard contains about twenty-five varieties of apples, eleven of peaches, nine of pears and several varieties of plums, cherries, apricots and grapes.

GEOGRAPHY AND PHYSIOGRAPHY

III. RURAL SCHOOL GEOGRAPHY..... $\frac{1}{2}$ unit

This course is designed for students taking the Rural School Course. It will consist of a survey of the general field of geography, with particular reference to the rural schools. A consideration of home geography and an intensive study of the geography of Missouri will be given. Map making and other modes of expression will receive attention.

1. METHODS IN GEOGRAPHY..... $2\frac{1}{2}$ hours

This course is intended for those who expect to teach in rural schools, grades in city schools, or who expect to supervise those who are teaching. It will consist of a study of methods, uses of maps, relation of geography to history, agriculture and other subjects, a suggestive outline for home geography, a consideration of the conservation of the natural resources of the United States. Sutherland's "The Teaching of Geography" and Dodge and Kirchway's "The Teaching of Geography in Elementary Schools" will be used as references. This course may not be used for the A. B. degree.

2. GEOGRAPHY OF NORTH AMERICA..... $2\frac{1}{2}$ hours

Physical features based largely upon the regional idea; climate; resources of the country; development of industries; distribution of population. The principle of controls and responses will be emphasized thruout the course.

3. GEOGRAPHY OF EUROPE..... $2\frac{1}{2}$ hours

The same general topics discussed in course 2 will be studied in this course. Historical and geographical relations existing between Europe and North America will receive attention.

4. PHYSICAL GEOLOGY.....2½ hours
 This course is intended for students preparing to teach Physiography in high schools. Students are required to do field and laboratory work. Prerequisites: Physiography and Physics.

BIOLOGY

MR. STEVENS, MRS. NATTINGER.

1. BOTANY.....2½ hours
 A study of the ways in which plants adapt themselves to their environmental conditions, with special attention to seed-structure, morphology of seedlings, roots, stems, buds, leaves, food storage, protoplasm, tropisms, and physiological processes.
2. BOTANY.....2½ hours
 A study of algae, fungi, mosses, ferns, horsetails, and their allies. Special attention is given to forms of economic importance.
3. BOTANY.....2½ hours
 A study of seed-plants with special attention to their structure, reproduction and evolution; ecology and plant-breeding. Special attention is given to local species.
4. BOTANY.....2½ hours
 A study of the taxonomy of seed plants with special attention to the principles of classification, consisting of lectures, library work and laboratory work, and leading to knowledge of the flora of western Missouri. This course covers the families of plants from the division Pteridophyta (Ferns and their allies) to the Rosaceae (the Rose family) inclusive. It is given during the summer, and alternates with Botany 5. Prerequisite: Course 1 or 3, or the equivalent.
5. BOTANY.....2½ hours
 A continuation of Botany 4, covering the natural families from the leguminosae (pea family) to the Compositae (Aster family) inclusive. It is offered in the summer term, and alternates with Botany 4. Prerequisite: Botany 1 or 3, or the equivalent of either.
6. ZOOLOGY.....2½ hours
 A study of branches of invertebrate animals (excepting anthropoda), including a detailed study of one or more type of animals in each branch. The course consists of lectures, and work in the library, laboratory and field.
7. ZOOLOGY.....2½ hours
 A study of insects and their allies, with special attention to economic relations and local forms.
8. ZOOLOGY.....2½ hours
 A study of the branch chordata, including the study of a type of animal in each class; special attention is given to birds and mammals and to economic relations.

9. NATURE STUDY.....2½ hours
A course to prepare teachers to teach nature study effectively, consisting of lectures, and work in the library, laboratory and field.
10. GENETICS.....5 hours
A study of the laws of heredity and their application to the improvement of plants, animals and man.
11. ORNITHOLOGY.....2½ hours
A study of birds with special attention to anatomy, embryology, economic relations, migration, bird conservation and acquaintance with our common birds.
12. PRINCIPLES OF ANIMAL BIOLOGY.....2½ hours
A brief history of biology, and a study of cell structure, cell multiplication, cell differentiation, types of animal forms, embryology, paleozoology and evolution.

ECONOMICS AND COMMERCE

MR. MORROW, MR. TEDDER, MR. HOOVER.

Economics

1. GENERAL ECONOMICS.....7½ hours
A course intended to give the student a knowledge of economic organization and processes; an intelligent interest in economic questions and politics; the ability to think clearly, independently and fairly on politico-economic questions; and a desire to help secure economic justice.
2. ECONOMIC HISTORY.....2½ hours
After a brief consideration of the Industrial Revolution in England, the greater portion of this course will be devoted to a study of the industrial development of the United States.
3. ECONOMIC GEOGRAPHY.....2½ hours
A study of the most significant geographical facts touching commerce and industry. Industrial influences will also be made prominent.
6. PROBLEMS OF CITIZENSHIP.....7½ hours
This is a composite course given by the Departments of History and Economics. 6a and 6b are outlined on page 65.

6c. 2½ hours. Special topics, such as money and banking, domestic and foreign trade, labor problems, state and local taxation, etc., will be considered in the light of their bearing upon the daily life problems of the average citizen, especially the citizen of Missouri. Courses 6a and 6b are not prerequisites for 6c.
100. PUBLIC FINANCE.....2½ hours
A course dealing with the principles of taxation, public expenditures, public revenue (federal, state and local), and the proper relation of the state to industry. Prerequisite: Course 1, or its equivalent.

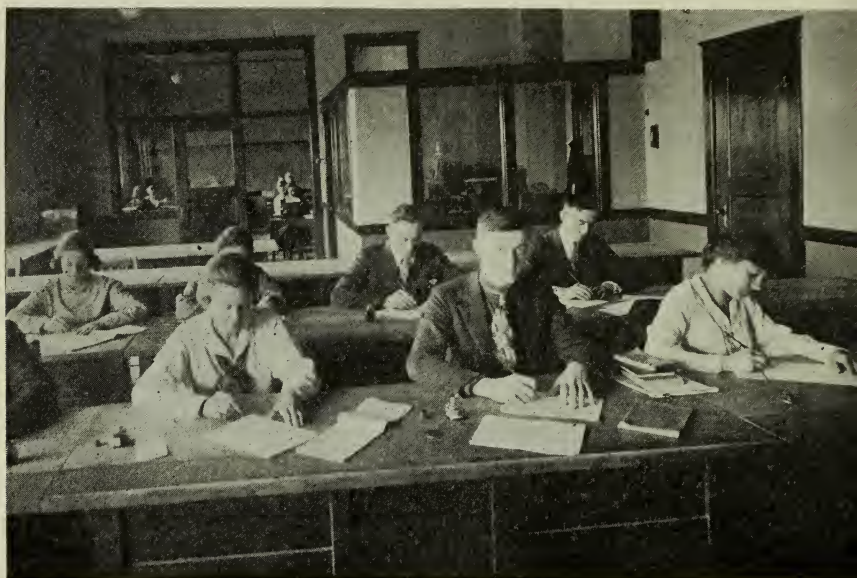
101. HISTORY OF ECONOMIC THOUGHT.....2½ hours

This course will consist chiefly of a careful examination of the writings of the most prominent economists from Adam Smith to the present, with the purpose of discovering the basis upon which has been built the most satisfactory Modern Economic Theory and bettering present theory as a basis for future development. Prerequisite: Course 1, or its equivalent.

102. RURAL ECONOMICS.....2½ hours

This course deals specially with rural credits, land tenure, marketing problems, organization of rural social life and other special problems of rural economy. It is offered in the spring term only.

This course is required of students specializing in Agriculture. It should be preceded by not less than 2½ hours of General Economics.



ECONOMICS AND COMMERCE.

103. MONEY AND BANKING.....2½ hours

Nature and functions of money; monetary standards and systems; price movements. Banking, functions and processes; regulation; plan and operation of federal reserve system. Exchange, foreign and domestic. Prerequisite; Course 1 or its equivalent.

104. BUSINESS ORGANIZATION AND ADMINISTRATION.....2½ hours

Descriptive study of the organization and operation of the business unit. Methods of promotion and financing various forms of business or-

ganizations; problems of production, selling, labor turnover, and the use of credit; field work. Prerequisite: Course I or its equivalent.

Commerce

3. ACCOUNTING.....7½ hours

1a. First Term. 2½ hours. This course deals with the science of accountancy and the art of bookkeeping for a wholesale grocery business conducted by partners.

1b. Second Term. 2½ hours. A continuation of 1a, with special emphasis on trading profit, loss statements and special accounts.

1c. Third Term. 2½ hours. Cost Accounting illustrating the science of accountancy and the art of bookkeeping as applied to a manufacturing business conducted by a corporation, including a complete system of manufacturing business accounts based upon the cost method in connection with a scientific system of cost records and accounts which are interlocked with control accounts in the general books; also the voucher system of recording accounts payable.

4. TYPEWRITING.....5 hours

The "touch" method is carefully followed; Typewriters with blind keys and keyboard shields are used. By this method only touch operators are produced. The care and the mechanism of the machine receive attention, and for those intending to teach, special work in method and practice is given.

a. First Term. 1¼ hours. Position of body at the machine; mastery of the keyboard; accuracy and uniformity of touch; centering; fingering.

b. Second Term. 1¼ hours. Continuation of work of first term. Special attention is given to accuracy and speed and to learning the various parts of the machine and their uses.

c. Third Term. 1¼ hours. Continuation of the second term, together with tabulation, carbon copying, mimeographing and speed tests.

d. Fourth Term. 1¼ hours. Continuation of 4c with special emphasis on dictation direct to machine, transcribing of notes taken in actual practice in the field, use of dictaphone, and other more difficult work of a distinctly practical nature.

5. STENOGRAPHY.....10 hours

Students taking shorthand are requested to enroll for one period of typewriting per day. Four terms are required in this subject for students specializing in Commerce. The Gregg system is taught.

a. First Term. 2½ hours. A careful study of the manual; drills on word signs; phrasing; dictation exercises; shorthand penmanship; individual instruction.

b. Second Term. 2½ hours. Completion of the manual dictation from various phases of commercial work; close attention given to accuracy of outlines; shorthand penmanship; frequent reviewing of principles, etc.

c. *Third Term.* $2\frac{1}{2}$ hours. Reviewing; abbreviation and speed; reading from Gregg Shorthand Reader; beginning letter drills, etc.

d. *Fourth Term.* $2\frac{1}{2}$ hours. This work will consist of the more difficult shorthand reading and dictation matter. Dictation of business correspondence, newspaper articles, lectures, etc.

1. BUSINESS ENGLISH..... $2\frac{1}{2}$ hours

The object of this course is to give the student a knowledge of plain, usable English and how to apply it practically. The work is introduced by a study of sentence structure, punctuation, capitalization, spelling, and the proper use of words. Most of the time, however, is devoted to the application of English in the various phases of correspondence. Letters touching upon every situation in commercial and social life are written and studied in detail.

2. BUSINESS ARITHMETIC..... $2\frac{1}{2}$ hours

The field covered includes, besides other minor elements, fractions, quantity, price and cost, bills and accounts, practical measurements, percentage and its application to commercial discounts, gain and loss, commission, interest, bank discount, partial payments, equation of accounts, stocks and bonds, insurance, taxes, custom house business, exchange, sharing, ratio and proportion, and storage.

6. COMMERCIAL LAW..... $2\frac{1}{2}$ hours

This course is designed to give the student a knowledge of the fundamental rules that govern and underlie commercial transactions, thus enabling him to avoid legal complications, and, in case of necessity, to know when to consult legal advice. The chief aim is to present in a clear and comprehensive manner the principles governing contracts in general, sale of goods, insurance, credits and loans, contracts of guaranty, negotiable instruments, agency partnership and joint stock companies, and real and personal property.

7. OFFICE PRACTICE..... $2\frac{1}{2}$ hours

Presentation of the principles and methods which underlie efficient and economical office management. Discussion of general methods, selecting office workers, training of office employees, establishing routine processes, office lay-out, standardizing, etc.

NOTE—Business Arithmetic, Business English, and not less than $2\frac{1}{2}$ hours in General Economics are prerequisites for all courses in Accounting.

Prerequisites for work in Stenography or Typewriting: Business English.

Courses listed under Commerce are Technical subjects.

EDUCATION

MR. C. A. PHILLIPS, MR. HUDSON, MISS HUMPHREYS.

PSYCHOLOGY

I. ELEMENTARY PSYCHOLOGY.....2½ hours

This course is intended to give the student a general view of the processes by which we come to know and adjust ourselves to the world. The physiology of the nervous system and the sense organs is studied in their relation to mental phenomena. It should precede Training School work.

IV. RURAL SCHOOL PSYCHOLOGY.....½ unit

A special course in the fundamentals of Elementary Psychology adapted to the needs of rural school teachers.

2. ADVANCED PSYCHOLOGY.....2½ hours

This course is intended to enlarge the view obtained in Course I. Emphasis is placed upon the relations of the fundamental principles of mental activity to the practical school work. Angell's Psychology will be used as a basis for the class discussions. Prerequisite: Course I, or its equivalent.

3. EDUCATIONAL PSYCHOLOGY—CHILD STUDY.....2½ hours

This course of lectures, demonstrations and reports deals with the results of experimental methods as applied to educational problems. The class will be required to familiarize themselves with Kirkpatrick's Fundamentals of Child Study, Thorndike's Educational Psychology, in addition to preparing reports on monographs and the current literature. Prerequisite: Course I.

4. EDUCATIONAL PSYCHOLOGY—ADOLESCENT.....2½ hours

This course is intended for high school teachers, principals and superintendents. It treats of the accepted facts and principles of psychology that have a direct bearing upon the problems involved in the instruction of the youth. Educational problems that require statistical organization will be studied. Prerequisite: Course I.

5. MENTAL TESTS.....2½ hours

The purpose of this course is to acquaint students with the various types of mental tests now in use. Principles of selecting, the general technique of giving, scoring, tabulating and interpreting the results of group and individual tests will be a major part of the course. Prerequisite: Psychology I.

PEDAGOGY

III. or IV. RURAL SCHOOL MANAGEMENT.....½ unit

Considerable time will be devoted to the consideration of the administration of the State Course of Study. Among the other important topics to be considered will be: The teacher, his qualifications, duties and obli-

gations to the children and community; school grounds, building and equipment; making the daily program; grading the school; schoolroom technique; school discipline.

IV. RURAL SCHOOL METHODS..... $\frac{3}{4}$ unit

This course will take up the pedagogy of the common school branches in such a way as to meet the needs of the teacher in the one-room school. The first four years of school life will receive the larger share of attention. The methods and material for teaching reading, numbers, language and natural history will receive detailed consideration. The organization, alteration and correlation of these subjects will be fully discussed.

IV. RURAL LIFE PROBLEMS..... $\frac{1}{2}$ unit

The purpose of this course is to give the teacher an appreciation of the special rural life problems with some knowledge to help in the solution of them. The more important topics to be considered are as follows: Personal hygiene, public hygiene; play and recreation; moral training; vocational education; boys' and girls' club work; the organization of the community for social and economic purposes.

5. SCHOOL ECONOMY..... $2\frac{1}{2}$ hours

This course is required of graduates of first-class high schools. The following topics are treated: The location and construction of school buildings; organization and gradation of schools; problems of classroom management; the school board; the principal and special supervisors; the superintendent; the school and community.

This course is *not* open to graduates of Teacher-training courses in high schools and to students who have completed Rural School Management.

6. PRINCIPLES OF TEACHING..... $2\frac{1}{2}$ hours

Consideration will be given to essential principles underlying and determining the whole educative process. Prerequisites: Psychology I, and School Economy.

8. THE ELEMENTARY COURSE OF STUDY..... $2\frac{1}{2}$ hours

This course will consider the content, aims, materials, and methods in each of the leading subjects in the elementary school curriculum. Some effort will be made to show proper correlation and co-ordination among the subjects of the common school course of study.

Prerequisites: Psychology I, and Pedagogy 5. This course is *not* open to graduates of Teacher-training Courses in high schools.

9. HIGH SCHOOL PROBLEMS..... $2\frac{1}{2}$ hours

This course will consider the history, aims and methods of secondary school teaching; also, the course of study for the various classes of high schools. Each student will be expected to do the general work of the course and to prepare a term paper on the high school subject in which he is specializing.

10. HISTORY OF EDUCATION.....5 hours

During the first term a detailed study will be made of Oriental, Greek, Roman and Medieval schools. The second term's work will consist of a special study of the great reformers during the modern period. The course will close with a brief study of modern school systems. Prerequisite: Courses 1, 5 and 6.

11. HISTORY OF MODERN ELEMENTARY EDUCATION.....2½ hours

The whole purpose and scope of modern elementary education will be treated. The early Christian schools, the rise of the vernacular schools, the secularization of elementary education, the influence of some of our more important modern reformers on elementary school practices and present-day tendencies in elementary education will be taken up. Prerequisite: Courses 1, 5 and 6.

12. EDUCATIONAL SOCIOLOGY.....2½ hours

This course consists of lectures, recitations and reports, and in a general way will consider the origin and nature of society, and the fundamental social problems. Among those considered will be the family, the church, the state, the social aspects of industrial organizations and the social functions of the school.

13. RURAL SOCIOLOGY.....2½ hours

A critical study will be made of certain phases of the life of rural communities. An effort will be made to discover the limitations and opportunities of rural community life; and plans will be outlined for rural progress. The course will consider the Educational, Social, Economic and Religious institutional activities of rural communities.

NOTE—It may not be taken for credit by students who have credit in Rural Life Problems.

14. THE ORGANIZATION AND ADMINISTRATION OF VOCATIONAL

EDUCATION.....2½ hours

The course is organized to meet the needs of those students who are specializing in the departments of agriculture and home economics under the Smith-Hughes Act. A brief study will be made of the historical developments of vocational education in Germany, France, England and the United States. Some detailed attention will be given to the problems as they are presented in connection with the application of the Smith-Hughes Law. Special emphasis will be put upon the organization and administration of courses to fit into Missouri conditions. Prerequisites: Psychology 1, Pedagogy 5, 6, and 10 or 11.

100. SUPERVISION OF INSTRUCTION.....2½ hours

To get the proper point of view for the observation and criticism of instruction, the first part of the course will be devoted to the study of the principles and aims of education. The second part will deal with some of the supervisor's important problems, such as: retardation of pupils; limitation of pupils; methods of promotion; vital school statistics; estimating the worth of a teacher. The course is open to principals, superintendents, and others preparing for the work of supervision. Prerequisites: Courses 1, 5 and 6.

101. HISTORY OF EDUCATION IN MISSOURI.....1¼ hours

This course will include a detailed study of the history and organization of the various types of schools in the state; for example, elementary schools, secondary schools, normal schools, colleges and universities, and special schools. Some attention will be given to the supervision of schools as carried on by the County Superintendent and the State Superintendent. Missouri School Law will also receive considerable attention.

102. MODERN SCHOOL SYSTEMS.....2½ hours

The course will offer a somewhat detailed study of primary, secondary, higher, and professional education in Germany, France, England and the United States. A brief historical study will be made of each of the systems, but the larger emphasis will be put upon a comparative study of these systems as they are now working, with some attention to the marked educational tendencies of each.

103. PRINCIPLES OF EDUCATION.....2½ hours

A critical examination will be made of the more important problems of modern educational theory, such as the biological, psychological, ethical and sociological tendencies. The course will include lectures, class discussions and reports. The current pedagogical literature will be brought to the attention of the class.

104. ETHICS.....2½ hours

The course consists of three parts. First, a brief historical survey of the ethical teachings of a few of the world's greatest philosophical thinkers; second, starting from psychology, the facts of the moral nature are considered, and ideals of conduct and character are discussed; third, the work of the teacher in this field is examined and the way in which different subjects of the curriculum may contribute toward moral development is considered.

105. SCHOOL SURVEYS.....2½ hours

The course will consist of a brief study of the methods of conducting surveys in cities and states. A number of typical city and state surveys will be reviewed in some detail. A careful study will be made of the more important standard school tests in reading, writing, arithmetic, language, etc. The course will be of special interest to County Superintendents, City Superintendents, and teachers of Teacher-training Courses in High Schools.

106. EDUCATIONAL TESTS AND MEASUREMENTS.....2½ hours

The course is a critical study of the literature of the standard tests and measurements for school problems. Considerable practice will be given in the application of these measures to ordinary schoolroom conditions. Prerequisites: Psychology 1 and 3, Pedagogy 5 and 6.

107. HISTORY OF EDUCATION IN THE UNITED STATES.....2½ hours

This course is planned to present in considerable detail the advancement and development of the Educational Institutions of the American

people. The course will include a critical study of the elementary school and secondary schools. A brief discussion will be made of the problems of higher education in the United States. Special attention will be given to the problems of reorganization in our educational system.

NOTE 1—Courses 1, 5 and 8 are *not* open to graduates of Teacher-training Courses in the high school.

NOTE 2—Courses 2, 10, 11, 102, 104 and 107 may be used as electives for the A.B. degree.

ENGLISH LANGUAGE AND LITERATURE

MR. PARKER, MISS BALL, MR. MARTIN, MISS TODD.

IV. RURAL SCHOOL METHODS IN ENGLISH..... $\frac{1}{2}$ unit

1. ENGLISH COMPOSITION..... $7\frac{1}{2}$ hours

In this course a thoro study is made of the application of the principles of composition to sentences, paragraphs, and whole compositions. Frequent practice in the expression of the student's own ideas is required. The aim of the course is to give students a knowledge of correct English idiom and to cause them to use language with habitual ease and accuracy.

The first third is offered each quarter; the second third, in the winter, the spring, and the summer quarters; the third third, in the spring quarter, and sometimes in the summer.

NOTE—One term ($2\frac{1}{2}$ hours) of English composition is *prerequisite* to all other college English courses.

2. JOURNALISM..... $2\frac{1}{2}$ hours

This course deals especially with the principles of journalistic writing. The class in journalism edits "The Student," the weekly newspaper of the College. Members of the class get practical drill in newspaper work of various kinds. The course is designed to be practical for teachers generally. Offered each quarter.

3. HISTORY OF ENGLISH LITERATURE..... $7\frac{1}{2}$ hours

This course has to do with the literary movements in English literature from the earliest times to the close of the nineteenth century. The course aims to be supplementary to the high school course in English literature. This course should be elected before other college courses in literature. It is desirable to elect the terms of this course in the order named. (a) 450 to 1660; (b) 1660 to 1832; 1832 to the present time.

4. METHODS IN READING..... $2\frac{1}{2}$ hours

This course will deal with methods of teaching reading in the elementary grades. The work will be designed to meet the needs of those who intend to teach or supervise in the elementary schools.

5. PRINCIPLES OF LANGUAGE..... $2\frac{1}{2}$ hours

This course presents a brief review of the history of the English language, a study of the psychology of language and language teaching,

and a discussion of language and composition in the schools. During the summer term the course will give special work of interest to teachers of grammar and composition in the upper grades and the high school.

6. ORIGIN AND DEVELOPMENT OF THE MODERN DRAMA.....2½ hours

The development of the liturgic drama in England until its decline in the sixteenth century. The development of the Elizabethan drama from the dramatic prelusions of the Masters of the Chapel Royal.

7. SHAKESPEARE.....2½ hours

The purpose of this course is to give the student a knowledge of Shakespeare's dramatic power. Several plays will be read intensively. Others will be assigned for reading out of class.

8. MILTON.....1¼ hours

Milton will be studied in relation to his time. Special attention will be paid to the group of minor poems. "Paradise Lost" and "Paradise Regained" will also be studied. Enough of Milton's prose will be read to familiarize students with his prose style and to acquaint them with his ideas of religion, politics and government.

9. VICTORIAN POETS (Nineteenth Century Poets).....2½ hours

This course parallels course 10. Although the emphasis is upon the poets of the Victorian era, some attention is paid to the Romanticists of the early part of the century.

10. NINETEENTH CENTURY PROSE.....2½ hours

A course parallel to the Victorian Poets course, presenting the chief prose writers of the period.

11. THE ENGLISH NOVEL.....2½ hours

This course will present a rapid review of the history of the English novel, with special emphasis upon the growth of fiction literature during the nineteenth century.

12. AMERICAN POETS.....2½ hours

This course is intended to supplement the high school work in the American literature and to give a broader knowledge of the greater American poets.

13. AMERICAN PROSE.....2½ hours

This course is parallel to the American Poets course and presents a review of the development of nineteenth century American thought as expressed by our chief prose writers.

14. JUVENILE LITERATURE.....2½ hours

This course emphasizes: (1) Familiarity with various types and grades of literature for children. (2) Principles of selection of children's books. (3) Methods of presentation.

15. THE SHORT STORY.....1¼ hours
A rapid reading of the characteristic short stories of the past and the present. Emphasis upon the structure of short story and upon principles of selection.

SPECIAL COURSES IN ORAL ENGLISH

16. BEGINNING READING.....2½ hours
It is the object of this course to make better teachers of reading by making teachers better readers. Selections used are mostly complete classics such as are recommended by the State Course of Study for the higher grades. The student is taught to analyze these selections for their literary value, and interpret them vocally.
17. ADVANCED READING.....2½ hours
This course seeks to develop appreciation of literature and gives practice to its oral interpretation. The selections studied vary widely. They are read in class, committed, and delivered from the platform.
18. PUBLIC SPEAKING.....2½ hours
It is the aim of this course to give instruction in the principles essential to both vocal and physical expression. Exercises are given to develop correct breathing, to improve the voice, and to secure good stage presence. Selections are delivered from the platform and informal discussions of current topics are required.
19. THE SHORT SPEECH.....2½ hours
The delivery of short extemporaneous speeches is the chief feature of this course. The student is required to submit an outline of each speech before it is delivered. The object of this course is to give the student practice in the preparation and delivery of short addresses on special occasions such as occur in the experience of every teacher.
20. INTERPRETATION OF THE DRAMA.....2½ hours
Plays are studied in class and presented on the classroom stage. The problems of grouping, costuming and make-up are considered. One public performance will be given each quarter. The plays used will be chiefly modern.
21. INTERPRETATION OF POETRY.....2½ hours
Tennyson, Browning, Early American Poets, Late American Poets. This course seeks to develop a keen appreciation of poetry by means of oral reading. Platform readings from memory will be a feature of the course.
22. THE ORATION.....2½ hours
A course in the structure, building and delivery of the oration. The great British and American orators and their works are studied. Each student is required to prepare and deliver one oration of two thousand

words. It is advisable that all candidates for the oratorical contest should take this course.

Prerequisite: The course in Public Speaking, or its equivalent, and considerable work in Composition.

23. DEBATE AND ORAL COMPOSITION.....2½ hours

This course is designed to be of special benefit to teachers who supervise literary society work or coach debate teams. It emphasizes the logical principles of argumentation and the qualities of effective oral composition. Students who plan to enter debate contests or to try for inter-collegiate debate teams should elect this course.

100. WORDSWORTH AND THE OTHER LAKE POETS.....2½ hours

Special attention is given to the influence of the economic and social theories of the late eighteenth century upon the poets.

101. TENNYSON2½ hours

All of Tennyson's longer poems, many of his short ones, and several of his plays are read. Several critical estimates of Tennyson's poetry are consulted. Emphasis is placed upon Tennyson as an interpreter of the thought and life of his time.

102. BROWNING2½ hours

The more significant of his poems are read in the order of their writing, and an attempt is made to present something of the development of Browning's ideas and literary methods.

103. PRINCIPLES OF CRITICISM.....2½ hours

This course presents the current theories of aesthetics and applies them to the educational questions involved in the selection and presentation of literature in the schools. It is especially designed to meet the needs of high school teachers of literature.

104. CONTEMPORARY LITERATURE.....5 hours

A rapid reading course in characteristic American and European literature of the past twenty years.

a. Prose fiction, poetry and drama.

b. Essay, biography, travel and exploration.

105. THE EPIC.....2½ hours

A comparative study of the various epics, with special stress on the English epics.

NOTE 1—Courses 4, 16 and 17 may not be used for the A.B. degree.

FRENCH AND SPANISH

MISS HARRIS, MRS. NATTINGER.

French

1. ELEMENTARY FRENCH7½ hours
 - a. *First Term.* 2½ hours. Meras' *Le Premier Livre*, Lessons 1-35.
 - b. *Second Term.* 2½ hours. Meras' *Le Premier Livre*, Lessons 36-60. Meras' *Le Second Livre*, Lessons 1-20.
 - c. *Third Term.* Meras' *Le Second Livre*, Lessons 21-60. Meras' and Roth, *Petits Contes de France*. Labiche, *Le Voyage de M. Perrichon*.
2. INTERMEDIATE FRENCH.....7½ hours
Conversation, reading and composition. Prerequisite: Course 1.
3. CONVERSATION AND COMPOSITION.....5 hours
Pattow, *Causeries en France and Francois*. Alternate Exercises for Introductory French Prose Composition. Prerequisite: Course 1.
4. ADVANCED FRENCH.....7½ hours
Reading and discussion of selected novels and plays. Conversation and composition. Prerequisite: Course 2.
5. FRENCH SINCE SIXTEENTH CENTURY.....7½ hours
Selections are read from Corneille, Racine, Moliere, Madame de Sevigne, Voltaire, Hugo, De Vigny and Rostand. Prerequisite: Course 4.

Spanish

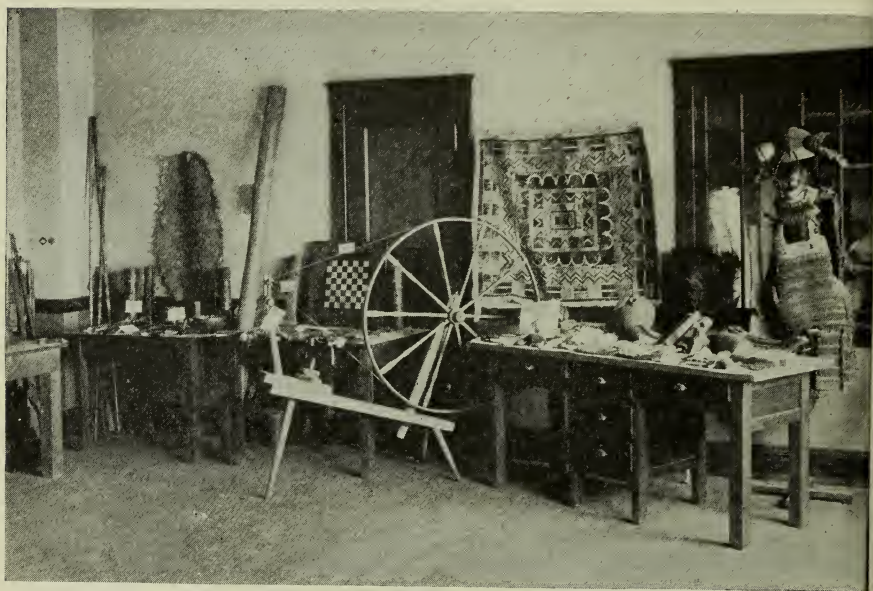
1. ELEMENTARY SPANISH.....7½ hours
 - a. Wilkins' *First Spanish Book*, Lessons 1-25.
 - b. Wilkins' *First Spanish Book*, completed. Poessler and Remy's *First Spanish Reader*.
 - c. Francois and Fuentes' *Trip to Latin America*; Valera's *El Pajaro Verde* or equivalent.
2. INTERMEDIATE SPANISH.....7½ hours
Reading, Conversation and Composition.

HISTORY

MR. MCCLURE, MISS RUNYON, MR. BASS.

1. EUROPEAN HISTORY.....7½ hours
 - a. *Advanced European History.* 2½ hours. A study of Medieval Institutions and the Reformation from the sources and extended histories. Prerequisites: Medieval and Modern History.
 - b. *Advanced European History.* 2½ hours. Periods of the Reformation and the French Revolution. Sources and library references used in the preparation of topics and papers.

- c. *Nineteenth Century History*. 2½ hours. The development of industrial, social and political Europe during the last century is the subject of this course.
2. ANCIENT HISTORY.....7½ hours
- a. *History of the Hebrew People*. 2½ hours. A study of the life and insitutions of this peculiar people, with special reference to their influence upon modern civilization.
- b. *The Mediterranean World from Alexander to Caesar*. 2½ hours
This course is intended for high school teachers of history and for students



THE HISTORY MUSEUM

interested in gaining a broader view of ancient history. It will deal with the civiligation and political experiments of the Greeks and Romans.

c. *The Roman Empire*. 2½ hours. A course for teachers of history in high schools and students interested in a broader study of the first great European empire. It will deal with the chief events from Caesar to Charlemagne.

3. AMERICAN HISTORY.....7½ hours
- a. *Colonial History*. 2½ hours. This course, extending to 1763. gives particular attention to the beginning and growth of settlements, and

to the development of colonial government. In addition to lectures and textbooks, collateral reading and topics will be required.

b. *Formation of the Union.* 2½ hours. This course extends to about 1830, and emphasizes the formation and development of the Union. As far as possible, source material will be used. Lectures, quizzes and topics.

c. *The Civil War and Recent Development.* 2½ hours. Stress is placed upon the Civil War, Reconstruction and recent political, social and industrial problems.

4. THE HISTORY OF MISSOURI.....2½ hours

A study of local and state history. The settlement, types of people, constitutional development, and importance of Missouri in the great national movements are emphasized. Special treatment of the social and industrial conditions.

5. METHODS OF TEACHING HISTORY IN THE GRADES.....2½ hours

This course will include subject matter and methods for the study of history in the grades. Special attention will be given to the use of illustrative material, devices for impressing facts and methods of organizing these in an orderly way.

6. PROBLEMS OF CITIZENSHIP.....7½ hours

This course is offered in three parts. Parts one and two are offered by the History Department and part three by the Economics Department.

a. 2½ hours. A course in history dealing with the causes of the Great War, the racial and political troubles of Europe during the last half century, and the problems of the Peace Congress.

b. 2½ hours. A course in government, dealing chiefly with national and international problems which affect directly the average citizen. Emphasis will be placed upon the relations of the individual with the national government, also upon the simpler diplomatic relations of our government with other governments.

c. 2½ hours. (See Department of Economics, page 51.)

101. ENGLISH CONSTITUTIONAL HISTORY.....2½ hours

A study of the present government of the English people, including political parties and party organization.

102. GOVERNMENT OF THE UNITED STATES.....2½ hours

A study of local, state and national government. The machinery of government is considered, but emphasis is given to the function of government under American conditions.

103. GOVERNMENTS OF EUROPE.....2½ hours

A comparative study of the governments of Europe. France and Germany are used as a basis for comparison and for studying the life of the people with reference to new ideas of government.

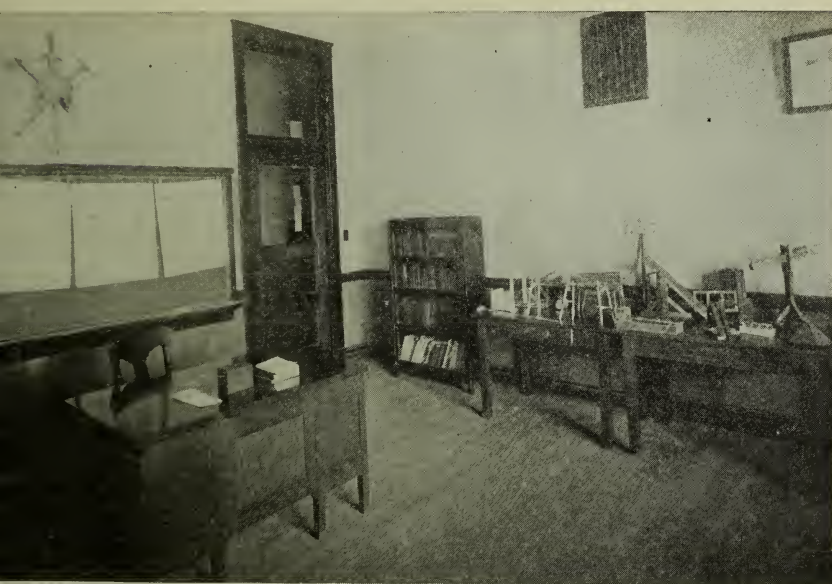
104. ERA OF THE RENAISSANCE AND REFORMATION.....2½ hours
The first part treats of the Italian City republics, the new learning and art and the Church and her enemies. The second part emphasizes the Saxon revolt, and the Reformed Church movements.
106. CURRENT HISTORY.....2½ hours
A study of the present political and social movements in the light of historic development.
107. HISTORY OF LATIN AMERICA.....2½ hours
A study of the political, social and economic conditions of the South American countries as revealed in their history.
108. HISTORY OF THE WEST.....2½ hours
This course will treat of some of the problems arising from the expansion of the United States west of the Alleghenies.
109. RECENT AMERICAN HISTORY.....2½ hours
This course treats of the period from 1877 to the present time, and emphasizes social and industrial problems.
110. METHODS IN TEACHING HIGH SCHOOL HISTORY.....2½ hours
A course designed for students who major in history and expect to teach history in high school.
111. FRENCH REVOLUTION AND NAPOLEONIC ERA.....2½ hours
A study of the causes, principles and achievements of the French Revolution. It will aid students who desire to understand the growth of democracy in Europe during the nineteenth century. Special topics and reference work.
112. HISTORY OF THE SOUTH.....2½ hours
Industrial and social development will be emphasized.
NOTE—Courses 5 and 110 may not be used for the A.B. degree.
7. ENGLISH HISTORY5 hours
(a) England to 1689.....2½ hours
(b) England from 1689 to 1920.....2½ hours

LATIN

MISS CARTER.

College Courses

1. ADVANCED LATIN GRAMMAR AND PROSE COMPOSITION.....5 hours
Jones's Latin Prose Composition and Bennett's and Allen & Greenough's Latin Grammars. Prerequisites: Courses I and II.
 - a. Syntax and classification of pronouns and verbs.
 - b. Syntax and classification of nouns and pronouns.
- 2a. SALLUST'S JUGURTHA.....2½ hours
Chase & Stewart's Sallust. A finished English translation is required, together with a study of the peculiarities of the author's style.



FOREIGN LANGUAGE DEPARTMENT.

- 2b. SALLUST'S CATILINE.....2½ hours
Special attention to a comparison of Cicero's and Sallust's estimate of Catiline.
4. VERGIL'S AENEID.....7½ hours
Fairclough-Brown text.
 - a. Book I with detailed study of scansion, figures of speech, and syntax.
 - b. Books II, III, IV.
 - c. Books V, VI, with a study of the entire poem as a literary classic.

5. CICERO'S ESSAYS.....5 hours
 a. De Senectute.
 b. De Amicitia.
100. TACITUS5 hours
 a. Germania.
 b. Agricola.
101. METHODS IN TEACHING HIGH SCHOOL LATIN.....2½ hours
 A careful examination of the reasons for giving Latin a place in the curriculum; an examination of the various textbooks for high school use; a study of the use of illustrative material, and the relation of Latin to practical life. Most of the time is devoted to the problems arising in the first two years of high school. Given only in the Spring and Summer terms.
- 102a. HORACE: ODES AND EPODES.....2½ hours
 Horace's philosophy of life will be studied. Shorey and Kirkland's text will be used.
- 102b. HORACE: SATIRES AND EPISTLES.....2½ hours
103. SENECA'S MORAL ESSAYS:
 Selections from De Providentia.
 De Tranquillitate Animi.
 De Breirate Vitae.
 De Vita Beata.
 NOTE—Course 101 may not be used for the A.B. degree.

MATHEMATICS

MR. SCARBOROUGH, MISS KENNEDY, MR. URBAN, MISS HARRIS.

1. TRIGONOMETRY2½ hours
 Practical applications of the subject will receive special attention. The department is supplied with a good transit and other apparatus for making the actual field measurements.
2. ANALYTIC GEOMETRY (The Graph).....5 hours
 This subject is really the science of the graph. It is essential to a proper understanding of recent text books on elementary algebra, and is the basis of all modern methods of discussing statistical data.
 a. The graph, equations of straight lines and the circle, and the simplest forms of equations of conics.
 b. The conics, tangent and normals, a few higher plane curves, and the simplest forms of equations of solids.
3. PRACTICAL MATHEMATICS2½ hours
 This course will deal with the elementary phases of college mathematics, and is adapted to those who have taken only two years of high school mathematics. The topics discussed will be considered in connection with

their relation to the every-day practical experiences of the average citizen. The following will receive special consideration:

- a. The graph and its applications.
- b. Uses of simple formulas in practical problems.
- c. Measurement of triangles and the ratios of the sides.
- d. Discussion of mathematical methods in every-day life.

4. INVESTMENTS2½ hours

This course deals with the practical problems of investments with special reference to the subject of thrift. The computation and use of tables in connection with compound interest, sinking funds, life insurance, amortization of bonded indebtedness, building and loan stock, and the graphical representation of data, will receive special attention. Prerequisites: High school algebra and plane geometry.



THE MATHEMATICAL LABORATORY

NOTE—Courses 3 and 4 are designed specially for those who expect to teach in the grades, and for others who desire only five hours of mathematics.

5. COLLEGE ALGEBRA.....2½ hours

This course includes a brief review of high school algebra, with a discussion of the extension of these topics, as well as an introduction to the

more advanced phases of algebra. Prerequisites: High school algebra and plane geometry.

6. CALCULUS5 hours
 - a. Differential calculus with an introduction to the processes of the integral calculus.
 - b. Special drill on the forms of integration, with applications of both the differential and integral calculus. Prerequisite: Course 2a.
7. TEACHERS' MATHEMATICS2½ hours

This course includes a discussion of the teaching of mathematics in high schools, including a course of study for junior high schools. The correlation of subjects and practical laboratory methods form an important part of the course.
- 7a. THE TEACHING OF MATHEMATICS IN THE GRADES.....2½ hours

The best literature available, the current tendencies in subject matter, as well as a discussion of the best methods of presenting topics, will be considered. A study of recent experiments to improve the teaching of arithmetic, and standardized tests for determining error and measuring progress and attainment will also be included. This course is designed especially for those who expect to teach in the grades, and is not open to those who have taken Course 7.
8. HISTORY OF MATHEMATICS.....2½ hours

This course includes the study of the development of the various topics included in the ordinary high school course, together with a study of some of the men who have contributed largely to the development of mathematics.
9. ASTRONOMY5 hours
 - a. This course is largely descriptive and is open to any high school graduate who has taken plane geometry.
 - b. 2½ hours. This course involves the mathematical side of Astronomy, and requires a knowledge of trigonometry. Prerequisite: Course 1.
10. SURVEYING2½ hours

Much field work with the compass, level and transit will be required. Prerequisite: Course 1.
11. SOLID GEOMETRY.....2½ hours

The topics usually given in a course in solid geometry will be included. Prerequisites: High school algebra and plane geometry.
12. THEORY OF EQUATIONS.....2½ hours

This course will include determinants as well as the theory of algebraic equations. Prerequisites: Courses 2 and 5.
100. ADVANCED COLLEGE ALGEBRA.....2½ hours

The more advanced topics of college algebra will be considered. Prerequisites: Courses 1 and either 2 or 5.

101. DIFFERENTIAL EQUATIONS.....2½ hours

A course in ordinary and partial differential equations, dealing with the methods of integrating the standard forms, especially those occurring most frequently in mathematical physics, with applications. Prerequisites: Courses 2 and 6.

102. THEORY OF STATISTICS.....2½ hours

One of the most important applications of mathematics is in the mathematical treatment of statistics. Conclusions drawn from the best data by one unacquainted with the principles of statistics are of doubtful value. Such topics as permutations, combinations, probability, least squares, and the graph of an equation will be treated so as to enable the student to appreciate their use in statistics. Students of Education will find this course of special importance for reading modern educational literature. Prerequisite: Persons of maturity who have taken the usual courses in high school mathematics.

NOTE—Courses 7 and 7a may not be used for the A.B. degree.

PHYSICS AND CHEMISTRY

MR. MORRIS, MR. FOSTER.

PHYSICS.

1. GENERAL PHYSICS.....7½ hours

This course aims to give a broad outline of the essentials of physics because of the intrinsic value of the subject matter, and because of the contribution physics has made to the method of arriving at truth. This course is open to all Junior College students. The class will be divided into two sections: those that have had high school physics, and those that have not had high school physics. The work for the two sections will be different. Kimball's General Physics is used as a text.

2. HEAT2½ hours

The essential things in this course are nature of heat, conduction, radiation, the relation of heat and work, and heat engines. Thermometry, calorimetry and change of state will also receive some consideration.

3. ELECTRICITY (*Direct Currents*).....5 hours

The first part of this course will deal with the nature of electricity, the electric current and its magnetic, chemical and heat effects and electric and magnetic circuits. The second part will deal chiefly with electromagnets, direct current motors and generators and storage batteries. The course is designed to meet the needs of the high school teacher and the technical student. Timbie's and Robinson's texts are used. Prerequisite: Elementary Physics.

4. HOUSEHOLD PHYSICS.....2½ hours

This course will deal with various heating systems, management and regulation of heating plants, fuels, ventilation, electricity in the home,

illumination, etc. The only prerequisite is the college entrance requirement. Keene's text is used. While this course is open to students of home economics, it is designed for those taking the general course. This course is given by *correspondence*.

5. AUTOMOBILES2½ hours

This course deals with the principles, construction and operation of automobiles. From the teachers' point of view, this course will furnish many interesting projects for high school physics. An automobile has been placed in room 306 for this course. Hobbs, Elliott and Consoliver's Gasoline Automobile is used as a text.



THE CHEMICAL LABORATORY

101. HISTORY OF PHYSICS.....2½ hours

The aim of this course is to familiarize teachers of high school physics with the order of development of the various branches of the subject. Cajori's History of Physics will serve as a guide. Selected chapters from such works as Whewell's History of the Inductive Sciences and Sedgwick and Tyler's History of Science will form valuable collateral reading. Prerequisite: Course 1 or the equivalent. This course is given by *correspondence only*.

102. MECHANICS2½ hours

This course will deal with the various kinds of motion, statics, center

of gravity, moment of inertia, mechanics of fluids, etc. The subject of elasticity will be taken up in studying vibrating bodies. Prerequisites: Elementary physics and trigonometry. Morley's *Mechanics* is used.

103. ELECTRICITY (*Alternating Currents*).....2½ hours

This course will deal with alternating currents and appliances for generating, transforming and utilizing them. By far the largest amount of electricity is used today in the form of alternating currents. The aim is to acquaint the student with electricity in the industrial world. The course is based upon Timbie and Higbie's *Alternating Current Electricity*. Prerequisites: Elementary physics and trigonometry.

104. MODERN VIEWS IN PHYSICS.....2½ hours

This course will deal with some of the recent work on the nature of matter, electricity and radiation. Our library is well supplied for this course. Prerequisite: General Physics, 7½ hours.

105. SCIENCE TEACHING.....2½ hours

This course will deal with the aims of science teaching and the methods of presenting science in secondary schools. Special attention will be given to the project method; and projects suitable for general science and physics will be outlined and discussed. Prerequisite: Fifteen hours in science. This course may not be used for the A.B. degree.

106. RADIO COMMUNICATION.....2½ hours

This course will deal with the principles and practice of wireless telegraphy. The department has a station fully equipped with the most modern apparatus for sending and receiving. The chief aim is to qualify teachers so that they can help high school pupils with their "Wireless Clubs" and their projects in wireless telegraphy. Prerequisite: A general knowledge of electricity. Bucher's *Practical Wireless Telegraphy* will be used as a text.

CHEMISTRY

I. GENERAL CHEMISTRY.....7½ hours

a. Common gases and compounds are studied; also, chemical theory concerning gases, solutions, equations, ionization, valence, etc. McPherson and Henderson's *College text and manual*. Prerequisite: Graduation from a first class high school.

b. 2½ hours. Study of sulphur and compounds, chlorin family, carbon and its compounds, flames, fuels and gases, silicon family phosphorus and its compounds, and a further study and application of chemical theory. Laboratory two hours a week.

c. 2½ hours. Deals with common metals, such as copper, mercury, iron, sodium, potassium, silver, etc., and their important common compounds, preparation and uses. Laboratory two hours a week.

2. QUALITATIVE ANALYSIS.....5 hours

a. The lectures of the course deal with the chemistry of analytical reactions, and special attention is given to the development and application of laws of equilibrium and solution. The laboratory work and recitation work will require approximately two hours per day. The laboratory work deals with methods of separation and detection of the common metal ions. Steiglitz text and manual. Prerequisite: Course 1.

b. Continuation of Course 2a. In addition to metal ions acid ions are dealt with. Laboratory eight hours a week and two lectures a week. Prerequisite: Course 2a.

3. HOUSEHOLD CHEMISTRY.....2½ hours

Applications of chemistry in the home, chemistry of cooking, cleaning, detection of food adulterants, and preservatives, baking powders, sanitation, bleaching, dyeing textiles, fuels, etc. Emphasis is placed on laboratory work. Prerequisite: Chemistry 1, or its equivalent.

101. INDUSTRIAL CHEMISTRY.....2½ hours

Among topics considered are the separation of metals from their ores, preparation of glass, lime, cement, steel and other useful substances, and the purification of drugs and chemicals. Thermochemistry, electrochemistry, photography, welding, etc., are dealt with. This is particularly a laboratory course. Prerequisite: Chemistry 1, or the equivalent.

102. ORGANIC CHEMISTRY.....2½ hours

This course will deal with hydrocarbons, alcohols, organic acids, carbohydrates, proteins and other organic compounds. Special attention will be given to the chemistry of foods and dyestuffs, and to elementary methods of organic analysis. Prerequisite: General Chemistry, 5 hours.

103. HISTORY OF CHEMISTRY.....2½ hours

This course will deal with the development of chemistry from early times up to the present time, with special attention to the remarkable growth of this branch of science during the last fifty years. This course is given by *correspondence* only. Prerequisite: General Chemistry, 7½ hours.

104. AGRICULTURAL CHEMISTRY.....2½ hours

This course deals with foods, fertilizers, soils, decay, preservatives, insecticides, etc. Prerequisite: Course 2.

105. CHEMISTRY OF FOODS AND TEXTILES.....2½ hours

Composition and properties of carbohydrates, fats, proteins and organic acids, and their adaptation to the animal body. Food analysis and the chemistry of the common textiles. For students in Home Economics and Agriculture. Prerequisite: Chemistry 1.

PHYSIOLOGY AND HYGIENE

MR. WALTERS, *MR. HOMER PHILLIPS.

1. PHYSIOLOGY2½ hours

General view of the subject; physiology of muscular system, nervous system, and the special senses. Laboratory work. Prerequisite: Elementary physiology.

2. HYGIENE—PERSONAL AND CORRECTIVE.....2½ hours

This is the course formerly listed as Teachers' Hygiene. The various agencies—exercise, posture, food, clothing, atmosphere, etc.—thru which the health is controlled, are considered with special reference to the life and work of the prospective teacher. In addition to this each student is urged and helped to put his health on a higher plane and in the accomplishment of this end, students are taught to use health agencies in a corrective way. As an aid in the corrective work and to determine what progress has been made, two physical examinations, one at the beginning and the other at the close of the term, are given. Prerequisite: A general knowledge of physiology.

3. CHILD HYGIENE2½ hours

The purpose of this course is to develop an intelligent interest in the physical well-being of the child and to equip teachers with knowledge necessary for guarding the pupil's health and for assisting in his development. The following topics will receive due consideration: The school-room environment; the detection and removal of bodily defects and weaknesses; mouth hygiene, tests for sight and hearing, detection of beginnings of diphtheria, scarlet fever, tonsolitis, and other infectious diseases. Prerequisite: Hygiene, Course 2.

4. SANITATION AND DISEASE PREVENTION.....2½ hours

This course aims to treat in a general way the principles of sanitation and public health. Special attention is given to improving the sanitation of school houses and school grounds with suggestions as to how the school may influence communities in health matters. Suggestive health programs are offered with the idea that the child should form health habits by doing, rather than reading, about them. Given during the summer term only.

*Mr. Phillips is assigned to this School District by the State Tuberculosis Association as its representative in health education. From September till May he spends his time in the field promoting the work of the modern health crusade in the public schools and in attending to general education propaganda in the fight on tuberculosis. During the summer school he conducts the classes in this school on Sanitation and Disease Prevention and gives lectures and personal conferences relating to his work.

HYGIENIC AND PHYSICAL EXAMINATIONS

This department in conjunction with the department of Physical Education gives to each student, at the beginning of each term, a simple physical examination, the purpose of which is to aid the student in making a success of his health as well as of his studies. The examination includes the weight and height of the student, measurements of the lung capacity, grip, and postural angle, tests of the hearing and vision, and some investigation of the mouth, throat, and vital organs. The examination at the fall term supplies a record which the student is expected to improve upon at the examinations for the winter and spring terms. Required of all students as a part of the enrollment for each term.

TRAINING SCHOOL

MR. CRISSMAN, MISS HARRIS, MISS WARE, MRS. ORCUTT, MISS FITZGERALD, MISS MOULTON, MISS SCOTT, MISS CHARLTON.

1. ELEMENTARY TEACHING.....2½ hours

This is a course in observation, criticism, plan writing and such teaching as opportunity affords. The Superintendent and all Supervisors will teach illustrative lessons. The range of subjects taught will comprehend practically all of the work offered in grades one to eight, inclusive. All lessons will be discussed under the direction of the Superintendent, and each student-teacher will be required to write plans for teaching of such lessons. It counts as one of the two terms of required teaching for the Sixty-Hour Diploma. Prerequisite: Elementary Psychology and School Economy.

2. ADVANCED TEACHING.....2½ hours

This is a course in teaching in one of the departments of the Training School. Every lesson taught must have careful preparation.

A written plan must be submitted to the Supervisor for criticism before the recitation. Practically every class exercise will be observed and criticised by the Supervisor. It is required of all students for the Sixty-Hour Diploma. Prerequisites: Elementary psychology, school economy, and principles of teaching.

Academic prerequisites: (a) For grades 1, 2 and 3 not less than 30 hours of college work of such character as will prepare for primary teaching.

(b) For grades 4 to 8 inclusive, not less than 30 hours of college work which should be selected very largely from the following courses: Agriculture and Geography, Courses 1, 7 and 1; Biology, Courses 9 and 10a; Economics and Commerce, Course 1; English, Courses 14, 5, 4, 16, 12

and 1; History, Courses 1, 3 and 5; Mathematics, Courses 3 and 4; Physiology and Hygiene, Courses 2 and 3; Physics, Courses 1 and 2; Fine Arts, Courses 1 and 5; Music, Courses 1 and 4; Home Economics, Courses 1 and 9; Industrial Arts, Course 90; Physical Education, Courses 1a and 2.

(c) For high school teaching not less than 30 hours of college work, so selected as to meet the requirements for teachers in first class high schools in the subject to be taught, which are as follows: First Year Agriculture, $7\frac{1}{2}$ hours; General Science, $17\frac{1}{2}$ hours; Physical, Biological and other sciences, $7\frac{1}{2}$ hours each; English, 10 hours; History, 10 hours; Latin, 10 hours; Mathematics $7\frac{1}{2}$ hours; Household Arts, 15 hours; Manual Training 15 hours.

NOTE 1—Since it is absolutely necessary to distribute the teaching as much as possible, students *are required* to offer themselves for teaching as soon as they meet the requirements, under penalty of being refused classes at a later time.

3. SENIOR COLLEGE TEACHING..... $2\frac{1}{2}$ hours

This course is required of all candidates for the B.S. in Education and must be done during the Senior College year.

100. ELECTIVE IN TEACHING..... $2\frac{1}{2}$ hours

Students in the Ninety and One Hundred and Twenty-Hour Courses may elect two and one-half hours in teaching, which counts as two and one-half hours in Education.

101. SPECIAL TEACHING AND PRACTICAL SUPERVISION..... $7\frac{1}{2}$ hours

Candidates for the B.S. in Education may have their diplomas marked "Supervision," provided seven and one-half hours in Supervision and thirty-seven and one-half hours in Educational Theory are offered. The Superintendent of the Training School will consult with the "major" professor in directing the student's work. Only students of high professional and academic ranking need apply for this course.

4. PRIMARY METHODS..... $2\frac{1}{2}$ hours

This course is offered for those who are taking the special primary work. It consists of a study of the several subjects in the primary grades with special reference to the teaching of these subjects. This course must be preceded by Elementary Psychology and School Economy. The subjects considered are reading and nature study. It is an elective in Education.

5. PRIMARY METHODS $2\frac{1}{2}$ hours

This course is a continuation of Course 4. The subjects considered are language, phonics, numbers and spelling. It is an elective in Education.

6. INTERMEDIATE GRADE METHODS..... $2\frac{1}{2}$ hours

This course is offered by the Supervisor of the Intermediate Grades for all who are expecting to teach in these grades both in the Training School

and after graduation. It will be offered in the fall quarter only. During the Freshman year students should, if possible, determine the field of teaching for which they will make special preparation. This choice *must* be made not later than the beginning of the second year. If their choice should be the Intermediate Grades they should take this course. It counts as an elective in Education; but it is *not* open to students who have completed Course 8 in Education, or Teacher Training work in high school.

7. KINDERGARTEN THEORY2½ hours
Kindergarten Gifts, 1 to 5; "Education of Man" and "Mother Play"; songs and games. Occupations: Sand table work, clay modeling, drawing. Required of all students specializing in primary teaching. Prerequisites: Elementary Psychology and School Economy.
8. KINDERGARTEN THEORY2½ hours
Kindergarten Gifts, 5 to 8; "Education of Man," "Mother Play," "History of the Kindergarten," Vandewalker. Occupations: Cutting, tearing, folding, construction work. Required of students specializing in primary-kindergarten work. Prerequisite: Course 7.
9. KINDERGARTEN THEORY.....2½ hours
Froebel's Kindergarten Laws, Hughes; Froebel's Kindergarten Principles, Kilpatrick; Program Work; "Mother Play." Prerequisite: Course 8.
10. KINDERGARTEN TEACHING2½ hours
Occupations and games. Required of students specializing in Kindergarten-primary work.
11. KINDERGARTEN TEACHING2½ hours
Gifts and games.
12. KINDERGARTEN TEACHING2½ hours
Morning circle; story telling; dramatization; music.
13. KINDERGARTEN TEACHING2½ hours
Required of all specializing students.
14. CHILD WELFARE2½ hours
This course aims to give the teacher an intelligent appreciation of many problems that relate the home to the school in dealing with the mental, moral and social welfare of the child.

SPECIAL PRIMARY TEACHERS' COURSE

Students wishing to become teachers in the primary grades will, upon completion of sixty hours of college work, selected by and under the direction of the Superintendent of the Training School, be given a Life Diploma marked "Special Primary."

SPECIAL KINDERGARTEN PRIMARY COURSE.

The same directions as above apply to this course except that four terms of teaching are required.

DEPARTMENT OF FINE ARTS

MISS HARWOOD, MISS GOSS.

NOTE 1—The first three courses are planned for those students who have had no previous training in drawing or color work. Students who have had the beginning drawing should consult with the head of the department before electing these three courses. Students on the general course may elect "Theory and Practice of Teaching Drawing" as a Teachers' Course.



POSTERS, ILLUSTRATIONS AND DESIGNS BY STUDENTS OF THE ART DEPARTMENT

1. BRUSH AND PENCIL SKETCHING.....1¼ hours
Drawing and color work from objects and nature. Realistic and decorative treatment of subjects.
2. COMPOSITION AND PERSPECTIVE.....1¼ hours
Prerequisite: Course 1. Much time given to the study of good composition and to careful drawing of buildings.
3. DESIGN A1¼ hours
Study of the fundamental principles of design through paper cutting, charcoal and brush work. No outside work required.
Prerequisite: Course 1 or equivalent.

Design B. $2\frac{1}{2}$ hours. Prerequisite: Course 1 or equivalent. Work in enamel, tempera paint, etc. Application of patterns to boxes, trays and other objects.

Design C. $2\frac{1}{2}$ hours. Study of wood block printing, tied and dyed, batik, etc.

4. ADVANCED DRAWING.....3 terms, $3\frac{3}{4}$ hours
Prerequisite: Courses 1 and 2, or the equivalent.
a. Charcoal drawing from landscapes; still-life and flowers; also water-color study; crayon; chalk.
b. Sketching from casts and from the pose; study of Vanderpoel's "The Human Figure" and drawing from memory and from masterpieces.
c. Landscapes and flower composition in charcoal for arrangements of light and dark—and color. Tempera and chalk.
 5. THEORY AND PRACTICE DRAWING..... $2\frac{1}{2}$ hours
Prerequisite: Course 1 or the equivalent. A teachers' course.
 6. ART APPRECIATION.....1 term, $2\frac{1}{2}$ hours
Lectures and required reading. The study of painting, architecture, sculpture and design, for appreciation. The fundamental art principles common to all of the space arts; art structure, composition of line and mass, color theory.
 7. DRESS DESIGN..... $2\frac{1}{2}$ hours
Prerequisite: Course 1 or the equivalent. The planning and drawing of costumes, the careful consideration of color harmony, rhythm of line, etc. Outside work.
 8. INTERIOR DECORATION $2\frac{1}{2}$ hours
Prerequisite: Course 1. Sketches of interiors with careful planning of color schemes, taking into consideration curtains, rugs, furniture, etc. Outside work.
 9. COMMERCIAL DESIGN $2\frac{1}{2}$ hours
Prerequisite: Course 1. The study of posters and advertisement, and the designing of posters, programs, etc.; also careful lettering.
 10. SPECIAL PROBLEMS $2\frac{1}{2}$ hours
Prerequisite: Course 4. A course designed to meet the needs of students who are specializing in drawing.
 11. ADVANCED BOOKBINDING $2\frac{1}{2}$ hours
Many books are made; also the study of how book problems can be made a practical part of public school work. Outside work is required.
 12. HISTORY OF ART.
(a) History of Architecture and Sculpture..... $2\frac{1}{2}$ hours
(b) History of Painting..... $2\frac{1}{2}$ hours
 13. PEN AND INK SKETCHING..... $2\frac{1}{2}$ hours
A course for specializing students and for those who have had enough advanced work to make sketches for the "School Annual."
- NOTE—Courses 6, 8, 11, 12 and 13 may be elected by candidates for the A.B. degree.

HOME ECONOMICS

MISS GROENEWOLD, MISS HATZ.

ELEMENTARY COURSES

III. HOME ECONOMICS FOR RURAL SCHOOLS..... $\frac{1}{2}$ unit

This course is intended for students who expect to teach in rural schools. It includes both cooking and sewing, the methods of presenting them in rural schools, and their relation to other subjects.

1. PRACTICAL FOODS.....1 term, $2\frac{1}{2}$ hours

The course is planned for women who are not specializing in this department, but who would like to have some training in this phase of education for the home. It consists of practical cooking in which the principles involved in preparing food materials containing carbohydrates, fats, and protein are studied. Some simple menus are planned, prepared, and served. This course cannot be substituted for any part of Course 2, but may be used by specializing students as an elective in Home Economics. Winter quarter.

2. FOOD PREPARATION.....2 terms, 5 hours

A study is made of the composition, production, cost and preservation of foods; also the principles of cooking in the preparation of representative foods. Prerequisite or parallel: Course 2. First half, spring term; second half, fall and summer terms.

3. MEAL PLANNING AND SERVING..... $2\frac{1}{2}$ hours

This course includes the study of foods on the basis of meal preparation. Relative costs and food values are worked out. Individual work in the planning and serving of meals for a definite cost is given. Prerequisite: Course 2. Spring term.

4. BEGINNING SEWING $2\frac{1}{2}$ hours

This course, or its equivalent, is a prerequisite for all other sewing courses except Course 6. It includes fundamental elements of sewing applied to the construction of simple garments. Commercial patterns are altered and adapted to suit needs. Fall, winter and summer terms.

5. GARMENT MAKING AND DRAFTING..... $2\frac{1}{2}$ hours

Patterns drafted by straight line system and used in constructing cotton garments. Prerequisite: Course 4 or equivalent. Fall, spring and summer terms.

6. ART NEEDLEWORK $2\frac{1}{2}$ hours

Simple and decorative stitches applied to clothing and household linens; various forms of needlework are taught; special attention to good design as to line, color, and firmness. Planned to be helpful for those who

must teach without adequate sewing equipment. Winter, spring, and summer terms.

7a. CLOTHING2½ hours

Drafting, cutting, fitting, and finishing of garments of cotton and silk; study of fitness and qualities of various fabrics to be used. Pre-requisite: Course 5. Fall and summer terms.



THE DINING-ROOM OF THE HOME ECONOMICS DEPARTMENT

7b. CLOTHING.....2½ hours

In this course children's garments are made, using both cotton and woolen fabrics. It also includes renovating and remaking garments, and the proper presentation of these problems in grades and high school. Pre-requisite: Course 5. Winter term.

7c. CLOTHING2½ hours

Application of the principles of design and color to gowns. The projects involve use of lingerie dress materials, and of silk and wool. Renovation problems. Prerequisite: Course 7a. Spring term.

8. MILLINERY.....2 terms, 2½ hours

Fall Millinery.....1¼ hours

Spring Millinery.....1¼ hours

Designing, making and trimming of hats on buckram and wire foundation; renovation of velvets, straws, etc.; making of flowers and ornaments.

Study of harmony, color, and line, and fitness to the costume. Fall Millinery, fall and summer terms. Spring Millinery, spring and summer terms.

9. TEXTILES2½ hours

This course deals with the development of the textile industry, the rise of factories, the properties, composition, and tests for the adulteration of materials; the study of fibres, dyeing, the principles of laundering and the hygiene of clothing. Lectures and laboratory. Prerequisite: Elementary chemistry. Winter and summer terms.

10. HOUSEHOLD MANAGEMENT2½ hours

This course is designed to give practical knowledge concerning the administration of household affairs, including the location, planning and furnishing of the house, care of each part, sanitation, organization of the household, system, and division of labor as well as the proper disposal of the income. Winter and summer terms.

11. HOME SANITATION. See HOUSEHOLD PHYSICS, page 71.

11. METHODS IN HOME ECONOMICS.....2½ hours

A teachers' course for students majoring in Home Economics. It deals with the various phases of Home Economics in elementary and high schools. The general scope of the work, study of equipment, courses of study, lesson plans and special methods are considered. Prerequisite: Ten hours' work in Home Economics in both Foods and Sewing Courses. Fall and summer.

100. EXPERIMENTAL COOKERY.....2½ hours

A quantitative study of cookery problems, involving proportions of materials, processes, and cost of materials. Prerequisite: Course 2. Fall term.

102. NUTRITION2½ hours

A study of the digestive processes and fundamental principles of nutrition and their application to the feeding of individuals. Prerequisites: Physiology, and Course 2. A lecture course. Winter and summer terms.

103. DIETETICS2½ hours

Deals with food requirements of the individual in infancy, adult life, and old age. Typical dietaries are made to suit varying physiological and economic conditions. Prerequisite or concurrent: Course 102. A laboratory course. Winter and summer terms.

104. PRACTICAL HOUSEHOLD ADMINISTRATION.....2½ hours

This course is designed to give practical work in managing a household. Prerequisite: Courses 2, 3 and 10.

105. TEACHING OF VOCATIONAL HOME ECONOMICS.....2½ hours

Deals with the organization and content of vocational home economics

in secondary schools, to conform with the Smith-Hughes Act. For Vocational Home Economics students.

Requirements to qualify for Vocation Home Economics, under the Smith-Hughes Act:

Home Economics	40 hours
Related subjects	30 hours
Education	15 hours

HOME ECONOMICS COURSES

Food Preparation.....	2a and 2b	Methods in Home Economics...	11
Meal Planning and Serving....	3	Textiles	9
Experimental Cookery	100	Beginning Sewing	4
Nutrition	102	Drafting and Garment Making..	5
Dietetics	103	Art Needlework	6
Household Management.....	10	Clothing	7a, b, and c
Practical Household Administra-		Millinery	8
tion	104		

RELATED SUBJECTS

General Chemistry	Child Welfare
Household Chemistry	Child Hygiene
Organic Chemistry	Sanitation and Disease Prevention
Chemistry of Foods	Design
Household Physics and Sanitation	Dress Design
Bacteriology	Art Appreciation
Physiology	Interior Decoration
Botany	Basketry
Education	Economics
Heredity	

DEPARTMENT OF INDUSTRIAL ARTS

MR. McELROY.

WOODWORKING

10. ELEMENTARY WOODWORK..... $\frac{1}{3}$ unit or $2\frac{1}{2}$ hours

Designed to give experience in the use and care of the principal woodworking tools at the bench, an insight into the technical processes involved in construction, an acquaintance with shop drawings, and to afford training in design and decoration of problems appropriate to school shops.

20. ADVANCED WOODWORK..... $\frac{1}{3}$ unit or $2\frac{1}{2}$ hours

A continuation of Course 10. More difficult problems in design and execution are attempted and special emphasis is placed on the technical processes involved. Wood finishing is given some attention.



INDUSTRIAL ARTS.

30. WOOD TURNING..... $\frac{1}{3}$ unit or $2\frac{1}{2}$ hours

This course deals with projects illustrating the fundamental operations in turning between centers, face-plate work, chuck turning, turning in halves, and polishing with oil and shellac. A study is also made of speeds suitable to turning various diameters and woods best suited to turning. Prerequisite: Elementary Woodwork and first half of Mechanical Drawing.

40. MACHINE WOODWORK5 hours
This course deals with the operation of power wood-working machinery. Emphasis will be placed on furniture construction and the building of furniture and equipment for the school. Prerequisite: Elementary Woodwork and first half of Mechanical Drawing.
110. PATTERN MAKING.....1¼ hours
A course in elementary pattern making in which a study is made of tools and materials used in the industry, the making of patterns for solid and hollow castings, the principle of moulding and casting. Prerequisite: Elementary Woodwork.
120. CARPENTRY AND HOUSE BUILDING.....5 hours
A course covering the essentials of house construction. The work will comprise a study of materials, methods of joinery, house planning, design, construction and decoration. Prerequisite: Elementary Woodwork and part of Mechanical Drawing.

METAL WORKING, BASKETRY, ETC.

50. COLD METAL WORK.....1¼ hours
This course offers instruction in sheet metal, such as iron, copper and brass. The processes include bending and joining, hammering and raising, sawing and filing, coloring and polishing. Designing of furniture fittings is a part of the course.
60. FORGING.....¾ unit or 5 hours
A course in design and construction in hand-wrought iron and steel.
70. BASKETRY1¼ hours
This course includes the study and weaving of some of the typical forms of basketry.
171. CONCRETE AND CEMENT WORK.....1¼ hours
This course is intended to give a working knowledge of materials for home and farm use.

DRAWING AND DESIGN

80. MECHANICAL DRAWING5 hours
This course is planned to give a thorough grounding in the elements of the subject. The relation of the draughting room to the shop brings the student in close touch with practical problems.
100. ARCHITECTURAL DRAWINGS5 hours
This course deals with the elements of design, ornament and the classic orders. Plans and elevations of simple buildings are made. Students spend considerable time observing houses under construction as the basis for study of building materials and methods of construction.

101. INDUSTRIAL ARTS DESIGN.....2½ hours

This course will deal with the fundamental principles of good construction, design, and appropriate decoration of projects in pottery, sheet metal, furniture, and other industrial arts materials. Demonstrations and laboratory work. Presupposes some knowledge of free-hand and mechanical drawing.

INDUSTRIAL ARTS EDUCATION

90. INDUSTRIAL ARTS FOR ELEMENTARY SCHOOLS.....2½ hours

Teachers' Course. This course deals with the typical forms of the Industrial Arts applicable to the conditions in the elementary school. Studies are made of the processes involved in the manufacture of common things and the materials used in construction. The course also deals with the relation of the Industrial Arts to the other school studies, and to the Fine Arts, methods of teaching, cost of materials, and supervision of instruction. Prerequisite or parallel: Principles of Teaching, or Primary Methods, or Kindergarten Theory.

III. INDUSTRIAL ARTS FOR RURAL SCHOOLS.....I-6 unit

This course takes up problems suited to the needs of rural school and farm life. The construction is in different materials, and objects useful in the school and about the farm home are made.

190. INDUSTRIAL EDUCATION.....2½ hours

A study of the meaning of Industrial Education, its history, growth and development, its problems, methods of teaching and supervision, correlation with other school subjects. The course presupposes Principles of Teaching and several courses in Industrial Arts.

92. ADMINISTRATION OF THE INDUSTRIAL ARTS.....2½ hours

This course deals with problems of administration, supervision and direction of the practical arts in education. A study is made of tools and materials, cost of equipment and maintenance, courses of study, types of schools, and methods of organization and control. The course presupposes a grasp of educational problems and a technical knowledge of several of the industrial arts.

PUBLIC SCHOOL MUSIC DEPARTMENT

MISS BOYLE, MISS LOBBAN, MISS FREEMAN.

ADVANCED COURSES

1. SIGHT SINGING.....1¼ hours

2. SIGHT SINGING.....1¼ hours

Prerequisite: Course 1. The courses in Sight Singing require singing at sight such music as is taught in public schools.

3. TEACHERS' COURSE IN MUSIC.....2½ hours

This course treats of material and methods for the first six grades of elementary school. Academic credit is given for this course.

4. ADVANCED METHODS.....2½ hours

Prerequisite: Course 3. This course treats of material and methods for the upper grades and high school.

5. MUSIC APPRECIATION.....2½ hours

This course presents a pedagogy as carefully worked out as that of any other subject in the public school curriculum. Teachers are given a clear method of presenting lessons in each grade. Oral or written comment is required upon both form and content of all musical material.

6. HARMONY2½ hours

7. HARMONY2½ hours

Prerequisite: Course 6. Courses 6 and 7 take up major and minor scales; the three primary triads in major and minor. This study is applied in a variety of ways, including the composition of melodies, harmonizing basses, hymn analysis, keyboard harmony and harmonic dictation; the dominant seventh chord; secondary triads; cadences; open harmony; inversion of triads; secondary seventh chord and their inversions; modulating; passing tones and other non-harmonic tones.

8. COLLEGE BAND AND ORCHESTRA.

Anyone who plays an instrument is eligible to membership. The organization plays for athletic games and other entertainments. The school orchestra will illustrate the points raised in the orchestra class. Students are urged to bring instruments with which they are familiar. Credit: 2½ hours for 72 rehearsals.

9. GLEE CLUB.

The glee club for men and the glee club for women have the same requirements for entrance as the College Chorus. The material for men's club will be organized for use in high school glee clubs. The material for women's glee club will be organized for recreational singing for unchanged voices in grammar grades and high school. Credit: 2½ hours for 72 rehearsals.

10. COLLEGE CHORUS.

A good voice, a musical ear and ability to read music at sight are requirements for entrance to this organization. All students making music their major subject are required to sing in this chorus. The material will be organized for upper grades and high school. Credit: 2½ hours for 72 rehearsals.

101. HISTORY OF MUSIC.....2½ hours

Some knowledge of the origin and development of music as an art is practically indispensable to one wishing to gain true musical understanding and appreciation. The subject is studied with the idea of ascertaining events and their effects on the development of music rather than merely a study of names and dates.

Credit for piano, voice, violin, etc., is as follows:

PIANO (72 lessons): 2½ hours.

VOICE (72 lessons): 2½ hours.

VIOLIN (72 lessons): 2½ hours.

BAND INSTRUMENTS (72 lessons): 2½ hours.

ORCHESTRAL INSTRUMENTS (72 lessons): 2½ hours.

NOTE—No credit will be given for work done in schools not approved. Tuition for private lessons is as follows:

VOICE, one term, two lessons a week, \$20 (20 lessons).

PIANO, one term, two lessons a week, \$20 (20 lessons).

VIOLIN, one term, two lessons a week, \$20 (20 lessons).

VIOLIN, one term, two lessons a week, two in class and violins furnished for practice, \$10 (20 lessons).

PHYSICAL EDUCATION

MR. GREIM.

MEN'S DEPARTMENT

1. PHYSIOLOGY OF EXERCISE AND KINESIOLOGY.....5 hours

The anatomy and physiology of the human body is reviewed; and physiology of exercise and kinesiology are discussed from the standpoint of physical training. Offered during winter, spring and summer terms.

2. PLAYGROUND.....2½ hours

This course is outlined for public school teachers or anyone anticipating having charge of playground activities. It deals with the qualifications of the director, nature and function of play, social conditions and problems of the neighborhood, hygiene and first aid, organization, promotion and administration of playgrounds. Considerable time is devoted to practical games. Offered during the fall and summer terms.

3. ATHLETIC COACHING.....2½ hours

This course is designed for men expecting to coach the major sports in secondary schools. It deals with football, basket ball, baseball and track athletics. Offered during the spring and summer terms.

4. METHODS OF PHYSICAL EDUCATION.....2½ hours

This course is for men expecting to do physical training work in the public schools. It deals with marching, apparatus and calisthenic nomenclature; diagnosis and prescription of exercises, calisthenic and apparatus drills; gymnastic games and practical work in performing and leading exercise. Offered during the winter and summer terms.

5 PHYSICAL TRAINING.

a. Gymnastics. Marching, calisthenics, apparatus work and gymnastic games comprise this course. Offered each term. Gymnasium credit.

b. Corrective Gymnastics. Individual instruction will be given the men needing corrective gymnastics and to those unable to take the regular gymnastic course. Offered each term. Gymnasium credit.

c. Athletics. The College is represented by athletic teams in football, basket ball, baseball, track and tennis. Membership to these teams is open to all men of the school and regulation uniforms are furnished all "varsity" teams. Athletics, in some form, including boxing, wrestling, and gymnastic games, will be offered each term. Gymnasium credit.

WOMEN'S DEPARTMENT

1. METHODS OF PHYSICAL EDUCATION.....5 hours

a. This course deals with physical training in the lower grades. Corrective exercises are presented thru the medium of games and rhythmic play. Material for program is presented. Offered spring and summer terms.

b. This part of the course deals with physical training in the seventh and eighth grades and in the high school. Special emphasis is placed upon improving posture thru corrective gymnastic exercises, drills, folk dances and games. Training is given in command work and in building a day's order. Offered fall and summer terms.

2. ATHLETIC COACHING.....2½ hours

Instruction and practical demonstration are given in athletic sports for girls, such as basket ball, tennis, field hockey, volley ball, indoor baseball and track athletics. A detailed study of the rules of competition for each sport will be made. Offered fall and summer terms.

3. DANCING, AESTHETIC, INTERPRETATIVE, FOLK.

a. Beginning. 1¼ hours. Beginning technique with emphasis placed on individual improvement in grace and poise. Practice in teaching and directing simple dances. Offered fall, winter, and summer terms.

b. Advanced. 1¼ hours. Advanced technique leading toward solo work. Practice teaching and directing group dances. Prerequisite: Dancing "a." Offered winter, spring, and summer terms.

4. PHYSICAL TRAINING.

- a. Elementary Gymnastics. Offered fall, winter and summer terms.
- b. Advanced Gymnastics. Course offered spring and summer terms. Courses 4a and 4b consist of marching, calisthenics, apparatus work and gymnastic games.
- c. Corrective Gymnastics. This course is for students physically unable to take the regular class work, and for those needing individual corrective exercises. The work will be largely individual. Offered each term.
- d. Athletics. Tennis, basketball, volley ball, and the different athletic games will be offered each term.

PHYSICAL EXAMINATION

All students of the College are required to take a physical and hygienic examination at the beginning of each term. These examinations stress individual improvement and assist the director in prescribing the proper work for the individual.

GYMNASIUM UNIFORMS

Regulation uniforms are required of all classes in Physical Training. Students are advised not to procure these uniforms until after their arrival at school.

Regulation uniforms for girls are black serge bloomers, and a white middy blouse. For men, white track suit with white tennis shoes.

CREDIT IN PHYSICAL TRAINING

All students are required to take Physical Training three hours a week during half as many terms as they are enrolled and in attendance, provided that candidates for the Rural Certificate and the Regents' Certificate must present not less than *two terms*, and that candidates for the Life Certificate Diploma, the High School Teachers' Diploma and the degrees, Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Education, not less than *three terms*, and provided that not more than two-thirds of a unit of credit may be offered in the Elementary Course; provided, that students who offer physical training from other colleges may have the same credited in lieu of the above requirements.

One-ninth of a unit credit is given for one term's work in the Elementary Courses, and one and one-fourth hours is the measure of a year's work in college courses.

CORRESPONDENCE STUDY DEPARTMENT

The primary purpose of correspondence study is to enable students to do a minimum of work out of school in order that they may work to better advantage when again in school. If a single subject taken by correspondence

enables a student to complete his work in residence one quarter sooner, or if a quarter's work by correspondence enables him to be graduated a year earlier, the saving is evidently worth while. This is particularly true since correspondence study may be done while one is engaged in another occupation.

COURSES OFFERED

AGRICULTURE AND GEOGRAPHY.

1. Cereals.
6. Feeds and Feeding.
9. Farm Management.

BIOLOGY.

10. Genetics.

DRAWING.

- 12a. History of Architecture and Sculpture.
- 12b. History of Painting.

ECONOMICS AND COMMERCE.

1. General Economics.
2. Economic History.
3. Economic Geography.
100. Public Finance.
3. Accounting (three terms).
5. Stenography (two terms).
1. Business Arithmetic (one term).
6. Commercial Law.

EDUCATION.

3. Educational Psychology (Child Study).
10. History of Education $\frac{1}{2}$.
13. Rural Sociology.

ENGLISH.

1. Composition (first term).
3. History of English Literature (three terms).
7. Shakespeare.
9. Victorian Poets.
12. American Poets.
100. Wordsworth and the Lake Poets.

FRENCH AND SPANISH.

1. Elementary French (second and third terms).
3. Intermediate French (three terms).
4. Advanced French (three terms).
1. Elementary Spanish (second and third terms).

HISTORY.

1. European History a, b and c.
2. Ancient History b and c.
3. American History a, b and c.
101. English Constitutional History.
102. Government of United States.
109. Recent American History.

HOME ECONOMICS.

9. Household Management.

INDUSTRIAL ARTS.

80. Mechanical Drawing.

LATIN.

- 1b. Latin Grammar and Prose Composition (second half).
- 5b. Cicero's *De Amicitia*.

MATHEMATICS.

11. Solid Geometry.
1. Plane Trigonometry.
2. Analytic Geometry (two terms).
5. College Algebra.
6. Calculus (two terms).
4. Theory of Investments.
100. Advanced College Algebra.

MUSIC.

- 6 and 7. Harmony.

PHYSICS AND CHEMISTRY.

4. Household Physics.
101. History of Physics.
102. Mechanics.
103. History of Chemistry.
104. Modern Views of Physics.

PHYSIOLOGY AND HYGIENE.

2. Hygiene (Personal and Corrective).
3. Child Hygiene.

NOTES

1. The term "course" as here used is the measure of one subject pursued during one term.

2. The preparation necessary for taking any of the foregoing courses is indicated in this catalog. Substitution courses may be recommended by the Correspondence Study Department.

3. All correspondence work will be conducted by the instructors who have charge of the residence work, and full credit will be allowed for all work thus accomplished.

4. Outlines of all courses given by correspondence must be filed with the chairman of the correspondence committee.

5. Twenty *written lessons* will be the minimum requirement for credit in any course. Full directions for study, including reference by page or chapter to sources, will accompany each lesson. The recitation, prepared by the student and mailed to the instructor, together with any difficulties or questions arising from the study, will be corrected and returned to the student before the succeeding lesson is prepared. The student's name and address should be placed on every recitation paper.

6. Since it is not best to carry on the correspondence study work during the summer quarter it is *imperative* that all courses begin early enough in the school year to be finished before the *opening* of this quarter. *All courses for which credit is received must be completed within the school year of the student's enrollment. No credit will be given for correspondence courses completed when a student is in residence and has enrolled for ten hours' work.*

7. Correspondence courses are open only to students who have attended the Central Missouri Teachers College or who have standing in this school.

8. Credit will not be given here for correspondence work done in other institutions while a student is in residence here and enrolled for ten hours' work. Fifteen hours' credit in correspondence may be used toward a Sixty-Hour Diploma and twenty hours may be used on a Ninety or One Hundred and Twenty-Hour Diploma or degree.

9. Please do not ask for courses not scheduled in this catalog.

10. A fee of nine dollars, payable in advance, will be charged for each course. This fee, which must be accompanied by an application blank properly filled, will *not be refunded* on account of a student's inability to complete the course. Do not ask for it.

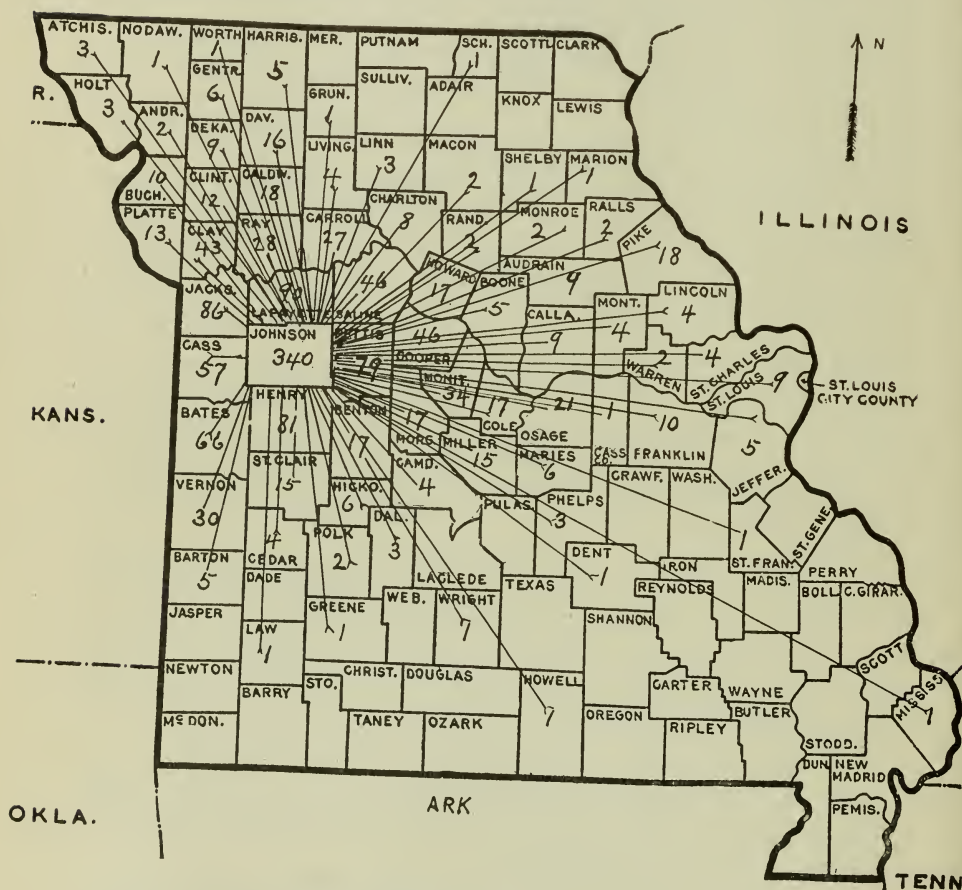
11. Text and reference books, recommended for use, may be purchased by the student, or, if desired, may be secured from the library upon the payment of one dollar *additional fee*. One dollar covers the library fee for all courses taken *within one year*. But all transportation charges must be met by the student, and all material thus loaned must be returned before credit is given on the course taken.

12. *Postage* (or, preferably, a stamped, self-directed envelope) *must be sent by the student for the return of each lesson paper.*

13. Those who desire school work by correspondence should fill out an application blank and send it, together with the fee, to the Correspondence Study Department.

IN RESIDENCE.

Students enrolled on a given day, July 10, 1921. Total 1,496, exclusive of Training School.



The above map shows where they came from. Fourteen hundred and ninety-six students, enrolled at a given time, came from seventy-two counties in Missouri and ten other states. The other states represented are Arkansas, Colorado, Idaho, Iowa, Kansas, Kentucky, North Dakota, Oklahoma, Tennessee and Texas. Over two thousand students were in residence within the year.

APPLICATION FOR REGISTRATION

CORRESPONDENCE STUDY DEPARTMENT

(Fill out completely, detach and mail to Correspondence Study Department.)

Applicant's full name.....

Present address.....Date.....

Occupation.....Amount enclosed.....

If a member of the College give:

(1) Classification. (This means the year in the College course to which you are assigned).....

(2) Year and term when last in the school.....

If a member of another institution, give name of institution and classification

Instruction desired by correspondence.....

Subject

Catalog number of course.....

State definitely the work you have previously done in the general subject desired by correspondence.....

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Remarks

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ENROLLMENT FOR THE YEAR**June, 1920, to June, 1921**

Number of different students attending the COLLEGE	1,588
Number of different students attending the Training School	544
Number of different students taking correspondence study work.....	469
Number of different students in extension work.....	496
Total number served.....	3,097

MISCELLANEOUS STATISTICS**June, 1920, to June, 1921**

Number of One Hundred Twenty-Hour Diplomas issued.....	70
Number of Ninety-Hour Diplomas issued.....	60
Number of Sixty-Hour Diplomas issued.....	133
Number of Regents' Certificates issued.....	137
Number of Regents' Certificates reissued.....	49
Number of Rural School Certificates recommended for issue.....	5
Number of Rural School Certificates recommended for reissue.....	0

Total number issued during the year.....	454
Whole number of Diplomas issued since organization.....	3,951
Whole number of Certificates issued since organization.....	5,171

Total number of Diplomas and Certificates issued.....	9,122
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